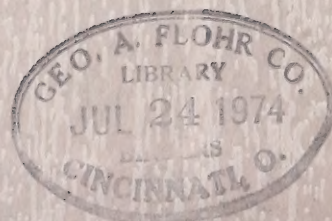


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BETHANY COLLEGE bulletin

1969
1970





BETHANY COLLEGE

Bethany, W. Va.

1969-1970 CATALOG

**THE ONE HUNDRED AND TWENTY-NINTH
ACADEMIC YEAR**

**CHARTERED AS A COLLEGE
MARCH 2, 1840, BY THE ASSEMBLY OF VIRGINIA
BUFFALO SEMINARY INSTITUTE IN 1818**

BETHANY COLLEGE BULLETIN

Vol. LXII

September 1969

No. 8

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CORRESPONDENCE DIRECTORY

Correspondence should be addressed as indicated below:

GENERAL COLLEGE POLICY

President

ADMINISTRATION AND FINANCIAL MATTERS

Executive Vice President

EDUCATIONAL AND INSTRUCTIONAL PROGRAM

Dean of the Faculty

STUDENT INTERESTS AND FINANCIAL AID

Dean of Students

BUSINESS MATTERS, STUDENT ACCOUNTS AND PURCHASING

Business Manager

ACADEMIC RECORDS

Registrar

ADMISSION

Director of Admission

ALUMNI RELATIONS

Director of Alumni Relations and Deferred Giving

DEVELOPMENT

Director of Development

PUBLIC RELATIONS AND PUBLICITY

Director of Public Information and Publications

CHURCH RELATIONS

Director of Church Relations

1969

College Calenc

AUGUST

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1970

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Tentative

First Semester

1969

AUGUST

29-
Sept. 1 Fri. - Mon.
30 Sat.

SEPTEMBER

2 Tue.
3 Wed., 8 a.m.
6 Sat.
11 Thurs.
17 Wed.

27 Sat.

OCTOBER

11 Sat.
24 Fri.
26-28 Sun. - Tue.

NOVEMBER

17-26 Mon. - Wed.
26 Wed., 4 p.m.

DECEMBER

1 Mon., 8 a.m.
2 Tue.
4- 5 Thur. - Fri.
12 Fri.
17 Wed.
18-23 Thur. - Tue.

Orientation and evaluation for
new students
Faculty Seminar

Freshman Registration and
schedule adjustment
Classes begin for all students
Modern Language Reading Test
Formal Convocation
Last day for re-adjustment of
schedule without academic
penalty and last day to add a
course or to register for full
class program (12 cr. hrs.)
Homecoming

Parents Day
Mid-Semester grades are called
Christian Living Emphasis
Week

Registration for Second Semes-
ter
Thanksgiving recess begins

Thanksgiving recess ends
Election to recognition societies
Graduate Record Examination
All College Christmas Party
Reading Day
Final Examinations for First
Semester

1970

JANUARY TERM

JANUARY

5-30 Four Week Session — Special Projects

SECOND SEMESTER

JANUARY

30-31 Fri. - Sat.
31-
Feb. 1 Sat. - Sun.

FEBRUARY

2 Mon., 8 a.m.
5 Thur.
16 Mon.

Faculty and Departmental
Seminars
Registration and Orientation for
new students

Classes begin for all students
Formal Convocation
Last day for re-adjustment of
schedule without academic
penalty and last day to add a
course or to register for a full
class program (12 cr. hrs.)

APRIL

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MARCH

5	Thur.	Founders Day
6	Fri.	Election to recognition societies
20	Fri., 5 p.m.	Mid-Semester grades are called
20	Fri., 5 p.m.	Spring recess begins
31	Tue., 8 a.m.	Spring recess ends

APRIL

6-7	Mon. - Tue.	Ministers Workshop and Oreon E. Scott Lecture
20-29	Mon. - Wed.	Registration for First Semester 1970-1971
23	Thur.	Honors Day
25	Sat.	Modern Language Reading Test

MAY

2	Sat.	May Morning Breakfast for College Women
8	Fri., 5 p.m.	Reading Period begins for Seniors
8-9-10	Fri. - Sun.	Spring Festival
10	Sun.	Mothers Day
18-23	Mon. - Sat.	Senior Comprehensive Examinations
25-29	Mon. - Fri.	Final Examinations for Second Semester
28	Thur.	Faculty Meeting
29	Fri.	Annual Meeting of Board of Trustees
30	Sat.	129th Annual Commencement and Alumni Day

IMPORTANT DATES FOR 1970-1971

1970

AUGUST

28-31	Fri. - Mon.	Orientation and evaluation for new students
-------	-------------	---

SEPTEMBER

2	Wed., 8 p.m.	Classes begin for all students
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NOVEMBER

25	Wed., 4 p.m.	Thanksgiving recess begins
30	Mon., 8 p.m.	Thanksgiving recess ends

DECEMBER

17-22	Thur. - Tue.	Final Examinations for First Semester
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1971

JANUARY TERM

JANUARY

4-29	Four Week Session — Special Projects
30-31	Sat. - Sun. Registration and Orientation for new students

MARCH

19	Fri., 5 p.m.	Spring recess begins
29	Mon., 8 a.m.	Spring recess ends

MAY

29	Sat.	130th Annual Commencement and Alumni Day
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MAY

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The Spectrum of Liberal Arts



BRIDGES TO THE FUTURE

As America struggles to meet its commitment to the betterment of mankind, it encounters a critical need for the liberally educated mind. Technological miracles become commonplace. Communications approach instantaneity. Man is learning to control his environment, his health, and even the organic make-up of his unborn children. But he questions strongly his progress in controlling himself.

More and more, he turns to liberal arts education for answers. Can scientific competence blend with human frailty? Of what benefit is nuclear fission if it becomes merely an incredible improvement on the bow and arrow? What is the value of prolonged life for the man who is desperately unhappy?

Where do we build the bridges between robust technology and social ills? Many believe that the primary location is on the campus of the liberal arts college.

Bethany College stakes its future on a dedication to this belief. Here students become acquainted with values as well as facts. The spectrum is wide. It spans areas of arts, sciences, and humanities. Each person becomes a participant, rather than a spectator in the unmasking of truths. He is invited to question, to search, and to discover his own responses to the interpretations of history, the realities of today, and the presumptions of tomorrow. He is challenged to build a foundation of knowledge that will ignite a zest for continuing education throughout life.

And in the Christian atmosphere of Bethany College, he is encouraged to balance personal enrichment with a compassion for his fellow man.

Liberal arts is at all times contemporary, because it concerns an appreciation of human actions and reactions wherever and whenever change occurs. But the basic purpose of liberal arts has no better definition than that provided by a founder of Bethany College, who described it more than a century ago:

"They are called liberal arts and sciences, not merely because they free the human mind from vulgar prejudices, ignorance, and error which they certainly do; but because they are general in their character and application, and open to us an extensive acquaintance with literature, science and art; and thus furnish us with the means of extending our acquaintance with nature, society, and the Bible, to any extent commensurate with the wants of our nature and the limits of our existence."

VIEW FROM THE TOWER

Bethany College encompasses 60 acres of Allegheny foothills in the Northern Panhandle of West Virginia. Located within the corporate limits of the town of Bethany, the campus is just three miles from Pennsylvania, seven miles from Ohio, and 35 miles north of the Mason-Dixon line. Pittsburgh is 70 minutes to the northeast, Wheeling 35 minutes to the southwest, and Steubenville 30 minutes to the northwest. The Wheeling airport is a 20-minute taxi ride away.

Academic and administrative buildings, women's residences, the women's gymnasium, and the president's home overlook the town from the crest of a hill. On the east slope of the main campus are the student center, infirmary, and men's residence halls. The west slope contains the field house, natatorium, and recreational areas for men and women.

About 1,300 acres of farm and timber land adjacent to the campus are available for student use. Nature trails and picnic areas have been developed in some areas.

ACCREDITATION

Bethany College is fully approved by regional and national accrediting agencies. It is a member of the North Central Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, the College Entrance Examination Board, the American Association of Colleges for Teacher Education, and the National Council for the Accreditation of Teacher Education.

The College is approved by West Virginia and all other state departments of education for the preparation of teachers. Women graduates are eligible for membership in the American Association of University Women.

Bethany also is a member of the Board of Higher Education of the Disciples of Christ.

COMMITMENT THROUGH THE YEARS

Bethany College was founded as a private educational foundation more than two decades before West Virginia became a state. It was chartered under the laws of the Commonwealth of Virginia on March 2, 1840, through action of the General Assembly.

The charter, creating "at or near Bethany, in the County of Brooke . . . a seminary of learning for the instruction of youth . . .", was written by Alexander Campbell, celebrated debater, Christian reformer, and educator, who also provided land for the campus and \$15,000 toward the first building.

The early curriculum and most of the faculty were gleaned from the then 20-year-old University of Virginia, whose founder, Thomas Jefferson, was greatly admired by Campbell. Ideas and architecture for the new college reflected Campbell's own study at the Scottish University of Glasgow, where academic experience dated back more than four centuries.

Since its beginning, Bethany has remained a four-year private college. The religious body known variously as the Christian Churches, Disciples of Christ, or Churches of Christ, of which Campbell was the principal founder, continues to be significant in the support and encouragement of the College, but with complete freedom from sectarian control.

When West Virginia became a separate state in 1863, the Bethany charter was unaltered. Both Alexander Campbell and his nephew, Wheeling publisher Archibald Campbell, played prominent roles in the wartime separation from Virginia. And the tower of Old Main at Bethany appears as one of four historical landmarks in the rotunda of the State Capitol at Charlestown.

During the War between the States, Bethany College officially was Unionist, but most students were from the southern states. Classes went on without interruption, although enrollment plunged to 33. Nation-wide waves of emotion tested the inner discipline of both teachers and students. The aged President Campbell described Bethany's plight, in common with all colleges of the South, as "almost reduced to a shadow compared with bygone days and years. Martial glory and military splendor has usurped the throne of literature, science, and religion."

But a post-war resurgence brought high honor to Bethany. Physics Professor A. E. Dolbear perfected the telephone receiver while on the faculty, then sold his patents to the Alexander Graham Bell interests at a modest figure, explaining that his interest was in science, not commerce. Author James Lane Allen wrote one of his most successful novels while he was teaching Latin at the College. A corresponding awakening of interest in the social sciences produced such graduates as Congressman Champ Clark and Supreme Court Justice Joseph Rucker Lamar.

Another crises, this one financial, struck in the 1890's. Only the courage of teachers and officers, backed by the generosity of trustees such as T. W. Phillips, Sr., and M. M. Cochran, kept classes going. Enrollment fell to 53 in 1898. A determined faculty, however, bravely raised entrance requirements and refused to sacrifice quality of instruction in the face of unpaid salaries.

Bethany weathered the financial storm. By the turn of the Century, new buildings began to rise. Private support began an acceleration that has brought Bethany to its present enviable endowment ranking of 10th among colleges of its size in the nation.

Bethany became one of the first institutions accredited by the Southern Association. Its name appeared on the first list of those accredited by the North Central Association. As early as 1930, 40 percent of the faculty held earned doctorates. Faculty members participated in an experimental program financed by the General Education Board and directed by the University of Chicago with a view to modernizing teaching methods. Comprehensive oral and written examinations were added to requirements for graduation.

The unbroken tradition of academic excellence was preserved staunchly when courses were adjusted to meet the national crises of two world wars. A student Army Training Corps was established in 1918, and a Navy V-12 unit operated during World War II, while emphasis continued to focus clearly on liberal arts and sciences.

Throughout its history, Bethany has cherished a tradition set down by its founder in 1850, that the College is "for the common cause, which knows not state, territory, lineage, blood, or policy of earth." Men and women of varied racial backgrounds are represented in the student body, on the faculty, and staff.

The hallmark of a Bethany education today is the same pursuit of truth in a context of freedom that Alexander Campbell wrote into the Charter and early bulletin of 1840.

Today's explosion of knowledge is a chain reaction. Its avenues of learning increase in size and number. But the academic exploration at Bethany remains personal. Among faculty, there is a sense of individual responsibility toward persons, not groups. And graduation is considered a beginning, not an end.

Facilities and Resources



CAMPUS BUILDINGS

Old Main, the central unit of the academic buildings of the College, was built in 1858 to replace the original building which had been destroyed by fire the previous year. The Tower at the center of this building dominates the campus and the town and is the chief architectural feature noted as one approaches the College.

Commencement Hall, completed in 1872, provides the setting for convocations, concerts, dramatic presentations and other gatherings of a general nature.

Oglebay Hall, dedicated in 1912, was built by the late Earl W. Oglebay of the class of 1869. The building accommodates the Departments of Biology and Psychology, and special research laboratories.

The Richardson Hall of Science, completed in 1964, which houses the Departments of Chemistry, Physics and Mathematics is named for Bethany's first Science Professor and is one of the outstanding Science Buildings in this country. The Benedum Foundation, the Phillips Family, Halford Morlan and the Kresge Foundation made major contributions to this project.

The Phillips Memorial Library, built in 1959, costing approximately a million dollars, is the gift of the Phillips family of Butler, Pa., as a memorial to T. W. Phillips, Sr. and T. W. Phillips, Jr.

Cramblet Hall houses the administrative offices of the college. This building is named in honor of two former presidents of the college, Thomas E. Cramblet and his son Wilbur H. Cramblet.

Faculty Office Building was given to the College in 1947. Of semi-permanent construction, it provides offices and seminar rooms.

The Alumni Field House, built in 1948 by gifts from alumni, former students and friends of the college, provides physical education facilities for men. It has recently been expanded by adding a hand-ball court and other facilities.

The Natatorium, completed in 1966, contains a regulation size pool. One side of the building can be opened to take advantage of good weather.

The Rine Recreation Fields were developed as a memorial to Edwin M. Rine, friend and benefactor of the College. The Rine Fields are adjacent to the Alumni Field House and include football and baseball fields, a quarter mile cinder track and an athletic field for use of college men.

The Irvin Gymnasium, built in 1919, was a gift to the College by members of the Irvin family of Big Run, Pennsylvania. It was the physical education center for all members of the student body until 1948. Since that time it has served as the center of physical education for women.

The Benedum Commons, completed in 1969, contains college dining rooms, private dining rooms, snack bar, and faculty lounge. The Benedum Foundation and Berkman Foundation were major contributors to this facility.

The Bethany House, completed in 1948 and being remodeled in 1969, is the student union. The first floor contains a new automatic four lane bowling facility as well as game rooms.

Pendleton Heights, built in 1841 by William K. Pendleton, a member of the first faculty and second president of the College, serves as the home of the Vice-President of the College.

The Infirmary contains the office of the College Physicians, treatment and examination rooms, and wards for men and women.

The Outdoor Chapel is used for dramatics and other appropriate gatherings. This area, developed in cooperation with church groups in Pennsylvania and West Virginia, is also used as the site for vesper services at young people's summer conferences.

David and Irene Steinman Fine Arts Center, completed in 1969, houses the drama and music departments, classrooms, practice rooms and teaching theatre. The Steinman family was the major contributor.

Phillips Hall, built in 1929, is the central residence for women students. It replaced the original Phillips Hall which was a gift of Thomas W. Phillips.

Ivabell Harlan Hall, completed in 1960, is a residence hall for upperclass women. This building was made possible by a gift from C. Allen Harlan.

Morlan Hall, finished in 1963, is a residence for women. This building was made possible by a gift from H. J. Morlan.

Cochran Hall, a men's residence, was built in 1910 by Mark M. Cochran, class of 1875, as a memorial to his son Percy B. Cochran of the class of 1900.

Campbell Hall, constructed in 1956, is a modern residence housing 100 upperclassmen. It was made possible by gifts from the Christian Churches of West Virginia, New York, Pennsylvania, and Ohio.

A. McLean Hall, built in 1962, is a men's residence and Church Conference Center. The capital funds for it are being provided by contributions of the Christian Churches of West Virginia.

McEachern Hall, completed in 1963, is a men's residence and part of the Church Conference Center. The funds for it are being provided by Daniel V. McEachern and the Christian Churches of West Virginia.

Goodnight House and Woolery House are new 48 man houses built in 1967 on the hillside across from the Phillips Memorial Library. The houses are grouped in a wooded area with three other residence units.

Gateway Hall, located near the upper campus gates, is a residence for upperclass students.

Fraternity Houses. Six national fraternities for men maintain residences which provide housing and social facilities for their members.

Cochran Heating Plant which furnishes heat to buildings on the main campus was a gift of Mark M. Cochran in 1910.

Library

The T. W. Phillips Memorial Library contains over 100,000 volumes of selected books and periodicals. Supplementary services include microfilm files, microfilm readers, photocopier, recordings for work in speech and literature, a circulating art collection, and a music library of albums of recorded symphonies, concertos and operas.

The library receives 360 periodicals, and several metropolitan dailies and foreign language newspapers.

Through a program instituted by the Carnegie Library of Pittsburgh, the Carnegie-Mellon University, and the University of Pittsburgh, the facilities of these libraries and twelve cooperating colleges in Western Pennsylvania are available to students and faculty.

Several personal libraries and collections have been received by the College. The principal parts of the libraries of Alexander Campbell, Robert Richardson, Miss A. C. Pendleton, Archibald McLean, W. S. Priest, Levi Marshall, Miss Mary I. Nichols, R. H. Wynne, Cloyd Goodnight, M. M. Cochran, Mrs. Anna Ruth Bourne, Clarence A. Hanna, Miss Florence M. Hoagland, E. Lee Perry, Galen C. Hartman, Franklin T. Baker, Andrew Leitch, Forest H. Kirkpatrick, Miss Christine Burleson and W. P. Harmon are among these.

Valuable early literature of the Disciples of Christ has come from Samuel Lindsay, Rev. W. S. Good, Miss Ellen Thomas, Rev. Ben S. Ferrall, Almon B. Knowles, and others. Material related to the Disciples of Christ, together with papers and publications of historical importance to Bethany College, have been brought together in the Alexander Campbell Room located on the third floor of the library.

Twenty-one donors have established special funds for use in purchasing books for the collections.

Laboratories

Biology. The biology laboratories and seminar rooms, located in Oglebay Hall, provide instructional equipment for courses. Special laboratories and facilities are available for advanced students conducting independent studies.

Chemistry. Facilities for the Department of Chemistry occupy about half of the Robert Richardson Hall of Science. These include separate laboratories and stockrooms for general, analytical, organic and physical chemistry as well as for instrumental analysis including infrared and ultraviolet, spectral studies, independent study, radio-chemistry, shop work and glass working. There is available also a constant temperature room and a photographic dark room.

Adjacent to each faculty office is a private research laboratory and adjoining all offices is a departmental conference and seminar room. The chemistry library containing both journals and reference books, is housed in the science library on the first floor of the building.

Education. The Education Laboratory contains more than 1,000 of the latest editions of elementary and secondary school textbooks, teachers' manuals and workbooks, plus a variety of audio-visual materials and equipment for use by students and faculty.

Foreign Languages. The laboratories of the Department of Foreign Languages contain listen-respond-record equipment in thirty student booths, controlled by a master console capable of operating up to four different programs of tape and/or phonograph recordings simultaneously. Located at the entrance of Old Main, the laboratories are used in the audio-lingual approach to the learning of foreign languages employed at Bethany to develop the comprehensive and speaking competencies of students in the first- and second-year French, German, and Spanish courses and in the advanced conversations and methods courses. Native speakers are used to record the programs and to supervise the laboratory sessions.

Physics. The Physics Department is located on the first floor and in the basement of the Robert Richardson Hall of Science. There are laboratories for Physical Science and General Physics; special laboratories for advanced work in Optics, Electronics, Spectroscopy, and Nuclear Physics; an electron microscope room; a photographic darkroom with constant temperature facilities; and a machine shop.

Psychology. The laboratories of the Department of Psychology, located in Oglebay Hall, are equipped for work in experimental psychology, perception, mental measurements and some phases of applied psychology.

Studios and Workshops

Art. The Art Department has separate studios for drawing and painting, sculpture and ceramics. The ceramics studio is well equipped with electric kilns, wood kilns, potters wheels and spraying equipment. The sculpture studio is adapted for wood sculpture.

The Art Department exhibits one-man shows on the second floor of the Phillips Memorial Library and the gallery for student shows is available on the ground floor in Old Main and in the Steinman Center.

Drama. The Theatre Workshop is located in the Steinman Fine Arts Center. The workshop and the Little Theatre provide the facilities and opportunities for scenic work and dramatic productions. The stage and auditorium of Commencement Hall are available for major productions of the Department of Speech and Drama.

Music. The Music Department has, in the Steinman Center, teaching studios, studio-classrooms, a general rehearsal room for the larger choral and instrumental groups, and individual practice rooms. Use is also made of Commencement Hall for oratorio and opera productions. The organ which is used for teaching and practice is also located in Commencement Hall. Equipment includes grand pianos in the studios and the rehearsal room, practice console pianos in the other rooms, one two-manual harpsichord, a number of band and orchestral instruments, tape recording and photograph equipment, and a library of choral and instrumental music. Additional listening equipment is located in the Phillips Memorial Library.

COLLEGE RESOURCES

The gross assets of Bethany College at the end of the fiscal year June 30, 1968, totaled \$18,778, 134. In the assets, Endowment Funds are listed at a book value of \$7,417,100 and College Plant and Equipment is listed at a cost value of \$9,596,495. Other assets include loan funds, agency funds and miscellaneous items.

The College recognizes, with appreciation, the gifts of funds which not only provide lasting memorials for individuals and families but also make possible the program of a private college of quality.

The expenses of the College are met only in part by payments of students. The balance is provided by income from endowment funds and by gifts. The private college depends upon the continued support of those who believe in its program.

Endowment Funds

The named endowment funds of the College include the following:

M. M. Cochran Endowment of President's Chair	\$100,000
M. M. Cochran General	500,000
M. M. Cochran Endowment of 1923	335,015
M. M. Cochran Special Trusts	836,384
T. W. Phillips, Sr., Chair of Old Testament	30,000
Sarah B. Cochran Chair of Philosophy	25,000

Moninger Memorial Bible Chair	24,980
George T. Oliver Chair of History	50,000
Pearl Mahaffey Chair of Modern Languages	1,495
R. A. Long Chair of Mathematics	50,000
T. W. Phillips, Jr.	59,277
Anna Louise Helwig	33,557
Men and Millions	66,150
George G. Cochran Family Fund	2,510
Robert MacDougald	9,210
E. M. Rine Trust (to date)	137,372
Wilson Beall Memorial	20,000
The Gans Fund for Research in Science	50,000
Miscellaneous General Endowments	408,841
The Ford Foundation	158,500
The Daniel F. Mullane Memorial	13,933
J. S. V. Allen	4,729
Osborne Booth Memorial	1,519
The Albert H. Hunt Memorial	36,069
David B. Steinman Memorial	25,000
Centennial Endowment Fund	39,510
Carl Clayton Endowment	21,100
C. Reid Miller	10,000
Arthur S. and Claire Holden	6,292
Dr. and Mrs. Francis W. Hibler	14,000
J. West Mitchell	1,914

Library Funds

Michael L. Benedum	\$7,500
Thomas Bloch	1,000
Anna Ruth Bourne	12,749
Hamilton and Blanche Forman	1,000
Globe Refractories, Sidney Porter	1,250
Cloyd Goodnight	3,548
Irwin T. Green	1,235
Aleece C. Gresham	1,000
Delmar S. Harder	7,110
Galen Campbell Hartman	25,615
R. L. Ireland	1,290
Jessop Steel Company	1,000
Kresge Foundation	50,000
Halford Morlan	5,000
Daniel F. Mullane	1,000

H. C. Ogden	8,000
Kenneth Resseger	6,015
Weirton Steel Free Enterprise	2,500
Cyrus F. Yocum	2,615

Scholarship Funds

Named Funds for Scholarship and Student Aid purposes include:
(See Section on Scholarships and Financial Aids).

Mary A. Morrison	\$1,000
Isaac Mills	1,000
G. A. Willett	4,000
Isaac Brown	750
Albert C. Israel	500
Jennie Irvin Hayes	5,000
Ida Mae Irvin	5,000
Herbert Moninger	2,455
Josiah Wilson	2,576
John H. and Ida H. King	18,292
Minnie W. Schafer	8,350
John T. Smith	17,417
William Kimbrough Pendleton	20,000
Z. T. Vinson	1,600
Florence M. Hoagland	5,915
E. Lee Perry	11,928
William H. Vodrey	28,314
Arthur C. Stifel	42,712
Campbell Allen Harlan	58,500
Perry and Aleece Gresham	20,299
Greensburg (Pennsylvania) Area	25,429
N. W. and Bessie Evans	5,000
Patrick A. and Elizabeth Berry	5,000
Forrest H. Kirkpatrick	14,578
Irene O. Darnall	3,275
Lotta A. Calkins	21,045
John E. Sugden, Jr.	2,000
Marion and Frank Dunn	3,915
Argyle Campbell	3,936
Chapman	2,430
Ministerial Training	6,558
National Campbell	11,705
H. J. Morlan	5,000
Herbert and Marguerite Rech	3,000
A. Dale Fiers Trust	2,997

Waymon and Dorthy Parsons	12,734
Earl and Jonsie Brink	3,000
Thomas J. Boyd	1,700
Francis O. Carfer	1,331
Florence Abercrombie	22,647
Robert Hileman Lee	50,299
E. E. Roberts	1,653
J. S. V. Allen	868
Charles C. Smith	5,050
Stuart King Tweedy Memorial	10,213
Elizabeth M. Shrontz	5,000
Reader's Digest Foundation	12,500
Ada P. Bennett	2,046
Bison Club	3,392
Elwood and Ethel Charnock	2,010
Jessie M. and Frank P. Fiess	1,000
Edwin K. Resseger, Jr.	1,785
Aleece C. Gresham	1,750
Fannie M. Bennett	2,060
Ben and Leona Brown	5,000
William G. and Carrie E. Bunyan	4,278
V. J. and Mary L. Hopkins	1,000
Flora Isenberg	30,000
Emma A. Lyon Memorial	2,320
Eli and Lee Rabb	11,373
West Virginia Emulation Endowment Trust	100,000
Sala Family Memorial	882
Nelson Evans Cook Trust	25,000
Arthur A. Wells, Jr.	11,650
Peter Tarr Heritage Endowment	1,758

Student Life



Bethany believes that many of the values students derive from college come from the informal education of residence halls, athletic fields, theatre, and the full-range of co-curricular activities. The weekly schedule of a student usually involves sixteen hours of class and about twice as many hours of preparation. Actually, study practices vary with the student in accordance with abilities, use of time, courses, and motivation. The academic program is rigorous, and the student's time is his own. The varied campus program at Bethany provides those diversions which stimulate, augment and support the student's academic efforts.

One of the primary functions of a college is to encourage the early and full maturation of the student. This means the stimulation not merely of intellectual growth, but the development of social and moral maturity as well. The campus program supports the classroom by such indirect means as intellectual climate, social atmosphere, and custom. What a student experiences in his college life is, to a substantial extent, what he really learns.

Bethany believes in principle and has learned through experience that the capacity of young men and women for handling the obligations of freedom is enlarged when they are given as much liberty in all dimensions of their lives as is commensurate with the ordered life and effective purpose of the college.

Restraints and regulations will be less necessary as Bethany students accept major responsibility for their behavior. This enables them to exercise their freedom in the knowledge that where this freedom is abused, disciplinary action will follow, generally in judg-

ment by their peers. Allowing young people this much responsibility may not be the safest course. It has risks for both the individual and the institution, and appearance might be better served by prescribing more rules for the community. But Bethany believes that education and moral growth are served by acceptance of personal obligation for conduct.

STUDENT GOVERNMENT

Many examples of Bethany's faith in student responsibility have emerged in recent years in student government. The Student Board of Governors, with representatives from all residence units, has great latitude in running its own affairs. It manages a substantial budget and appropriates funds for many diverse student activities. Representatives are appointed to many faculty committees including those concerned with curriculum, cultural programs, schedule, athletics, religious life, international education, and library.

Grass-roots student government is most evident in the residence halls. These units form the primary political groups of the campus, and self-government begins with them. Fraternities and house associations accommodate all upperclassmen in small self-governed units with responsibility for conduct; cultural, athletic and social programming; and care of their facilities. Sororities and the Morlan Hall Association provide much the same self-government for women, except that the Association of Women Students provides an additional vehicle for sharing with the College the responsibilities for women's residence halls.

The Freshman Council handles specific affairs pertaining to the first year class. Freshman Council members become voting members of the Student Board of Governors the second semester. It is hoped that the voice and effectiveness of this new organization will continue to expand.

Disciplinary problems are usually referred to one of the student judiciary organizations. House councils in each of the residence units serve the judicial function for problems that occur in the houses or residence halls. AWS Board hears most cases relating to women's social regulations. The Bethany College Student Court is the capstone of the student judiciary and serves as a court of appeals for other student judicial groups, as well as hearing cases referred to it by faculty and administrative officers. Only the President of the College can hear appeals of Student Court decisions.

RESIDENCE LIFE

Bethany recognizes the experience of group living as an important part of a college education. To that end the College operates living units that accommodate approximately 95% of its students. The Residence Hall Program provides that freshmen live together to provide maximum personalization through an on-going orientation program. In order to bring about such personalization the halls are staffed with Head Residents and Student Counselors. The staff provides for a greater awareness of student problems, concerns, and needs that arise during the adjustment to the college environment.

The living units of the upperclass students at Bethany constitute the primary social groups on campus, i.e., fraternities, sororities, and independent house associations. The upperclassmen's housing units are small, self-governed associations that accommodate an average of thirty students. The upperclass women are housed in larger, more traditional residence halls, but they are sub-divided to facilitate the procedures of the smaller associations. In all upperclass residences a vital and moving force is that of self-government. The fraternity or association is responsible for arranging cultural, recreational, intellectual, and social experiences for its members. Thus, the individuals within a house should feel a sense of self-determination and a greater sense of personal identity with his association and with his College.

The seven fraternities and five sororities at Bethany are nationally affiliated and constitute approximately sixty per cent of the student body. Like other organizations fraternities and sororities supplement student government and are primary political groups on campus. Interfraternity Council and Panhellenic Council, composed of representatives from each of the fraternities and sororities, act as the coordinating agencies in fraternal affairs and activities.

The fraternal organizations represented at Bethany are: Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Sigma Alpha Epsilon, Phi Kappa Tau, and Sigma Nu. The sororities represented are: Alpha Xi Delta, Kappa Delta, Pi Beta Phi, Phi Mu, and Zeta Tau Alpha.

RELIGIOUS PROGRAM

A wide variety of religious backgrounds is represented in the student body and faculty. While participation in religious concerns is entirely voluntary, there are substantial opportunities for religious exploration and participation on the campus.

Many of the students at Bethany College find in the Bethany Memorial Church an opportunity for expression of their religious faith.

The program for students at the church includes a College Class for Bible study and group discussion on religious themes, and morning worship each Sunday morning.

The minister of the Bethany Memorial Church, who is also the College Chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of the Wheeling Diocese of the Roman Catholic Church provides a chaplain for Catholic students. He is available on a weekly schedule for counseling, in addition to the celebration of the mass each Sunday.

The Jewish Fellowship meets every other week in space provided by the Bethany Memorial Church for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the group and entertain Jewish students for the high holidays.

Encounter, an interdenominational campus religious program is administered by the Office of the Chaplain. Encounter consists of four main divisions: the church and worship, the church and contemporary arts, the church and society, and the church and thought. Each division consists of two faculty advisors and from 10 to 15 students representing a cross-section of the student body. A special campus discussion program is offered once each month. Encounter involves not only discussion of religious issues, but also provides opportunity for actual service projects and field trips to various areas of social unrest and change. All interested students are invited to participate in this program.

Christian Living Emphasis Week, more familiarly known as CLEW, is planned and directed by a Campus Committee of students and faculty. CLEW brings to the campus nationally known leaders of various beliefs. Chapel services, class periods, residence halls, fraternity and sorority houses are thrown open to these leaders in an effort to convince each student of the importance of religion in life. Informal discussion groups and personal conferences are also a part of the program.

SOCIAL PROGRAM

Campus social life centers in the social groups: fraternities, sororities, and increasingly in the independent house associations. As on most co-educational campuses, much of the social life is casual and takes place whenever and wherever students relax and enjoy each other's company. A coffee date at the Barn, a line of bowling at Bethany House, or an evening of study together in a fraternity house lounge are all forms of the low-keyed society. Organized fraternity and sorority parties flourish on weekends. While most of these parties are held at the houses, many of the events are being scheduled off-campus.

Many top attractions are brought to campus by the Student Social Committee. Last year, for example, the students brought *Sketch Henderson and his orchestra* for Homecoming and *The Iron Butterfly* for Spring Weekend. Other entertainment groups on campus last year were: *The Association*, *The Fifth Dimension*, *The Turtles*, *The Rotary Connection* and *The Brooklyn Bridge*. The budget for all the events is provided by the Student Government assessment.

ACTIVITIES AND ORGANIZATIONS

Cultural Activities

Faculty and students working together on the Cultural Activities Committee provide a wide variety of cultural events each academic year. A series of convocations on Urban Problems, Sex, Drugs and Public Service Unions stirred much discussion on campus last year. National authorities were brought to the campus to lead the discussions in each area. Also on last year's program were Carey McWilliams, Editor of the *Nation*, United States Senators William Proxmire and Mark Hatfield, Doctors Sidney Cohen of the National Institute of Mental Health and Evalyn Gendel of SECUS.

Musically the cultural program presented the Pittsburgh Symphonetta; Elwyn Adams, violinist; Nina McGowan, violinist and Oliver Manning, pianist and artist in residence. The program also included Paul Shyre's "A Whitman Portrait", commemorating the one-hundredth anniversary of Walt Whitman's death and Italian muralist, Ulrico Schettini. Several traveling drama companies supplemented the college's regular program, which was extensive.

The Foreign Art Film Festival included six films: *Black Orpheus* (Brazil), *Monika* (Sweden), *War of the Buttons* (France), *Diabolique* (France), *Gospel According to St. Matthew* (Italy), *Repulsion* (Poland), and *Gate of Hell* (Japan).

Athletics and Recreation

Intercollegiate athletics are considered an integral part of the Physical Education program, and are promoted to furnish those students who possess a high degree of skill in a variety of physical activities an opportunity to compete with students from other institutions with similar standards.

Intercollegiate sports at Bethany College include football, basketball, baseball, track, tennis, golf, cross country, wrestling, soccer and swimming. Membership is held in the Presidents' Athletic Conference, which includes the following schools: Allegheny, Thiel and Washington and Jefferson colleges in western Pennsylvania; Case Institute of Technology, Adelbert College of Case-Western Reserve University, and John Carroll Universities in Ohio.

Healthful athletic recreation is provided for the entire student body by an intramural program which includes a complete schedule of sports. This program is supervised by the Director of Intramural Athletics, a member of the staff in the Department of Physical Education.

The Women's Recreation Association encourages the participation of all women in a program of physical education and recreation. Facilities are provided for basketball, volley ball, tennis, hockey, speedball, swimming, and archery. The W.R.A. is host to delegations from tri-state colleges several times during the college year.

In addition to organized athletics and recreation, there are many opportunities available for students who wish to pursue individual interests. The sixteen hundred acres of college lands provides a natural setting for hiking and nature study. Ski slopes and riding stables are available at nearby Oglebay. Local farmers are often willing to board horses. An eighteen hole golf course is located six miles from campus. In addition to the availability of field house and playing fields, the College provides bowling, billiards, tennis courts, and swimming facilities for recreational use.

Publications, Radio, and Theatre

College publications include a campus newspaper, *The Bethany Tower*; a yearbook, *The Bethanian*; an orientation guidebook, *The Student Handbook*; and a literary journal, *The Harbinger*. The publications and the campus radio station, WVBC-FM, are under the supervision of the Board of Communications. The Board is chaired by the student body president and includes the student editors and business managers of all publications and general manager and program director of the radio station, along with seven members

of the faculty and administration. The Departments of English and Communications provide professional guidance.

The Theatre of the College offers experience to students with dramatic talent in the writing and producing of plays. Several plays are presented during the year. The work is correlated with the courses in Play Direction and Production and in Acting, under the supervision of the Department of Theatre. Every effort is made to give this work a distinctly educational value both to performers and to audiences. Any student with an interest in dramatics may participate in department productions.

Music

There is a wide choice of musical groups on campus in both vocal and instrumental fields. **The Concert Choir** with not more than 50 mixed voices presents concert performances on campus and goes on tour each spring. The repertoire consists primarily of serious, rather difficult works, sacred and secular, of all periods. There is opportunity within the choir for the formation of smaller ensembles to cultivate special types of repertoire, such as madrigals. The choir also cooperates with the Theatre Department in the production of one light opera each year.

The Male Chorus consists of 36 voices. The repertoire is varied with emphasis on serious works. When practicable there is a spring tour. **The Oratorio Chorus** presents the annual Christmas performance of Handel's "The Messiah."

The College's **Symphony Orchestra** is open to all who can qualify. Emphasis is on standard symphonic repertoire, developing reading ability, and professional ensemble playing. The **College Band** performs at most football games, many of the basketball games, and for special occasions throughout the year. Band members attend an instrumental seminar each fall before the opening of school. **The Brass Choir** appears in formal convocations and in concerts. It is open to qualified players by audition as vacancies occur. **Chamber Music** is provided by woodwind quintets, string quartets, and smaller ensembles that develop annually and are open to all who play orchestral instruments.

There is an opportunity for proficient orchestral musicians, especially string players, to play in the **Wheeling Symphony**, a fine orchestra with high standards of performance. To be admitted into the orchestra one must audition with the Symphony's director.

Departmental Clubs

Several active clubs and societies are sponsored by the various departments of the college. Membership is open to students whose interest in the field leads them to voluntary investigation and study. At club meetings students, faculty, and visiting lecturers have the opportunity to read papers and discuss developments in their field. The following clubs are now active on the campus: French Club, Sociology Club, Chemistry Club, German Club, Spanish Club, Economics Club, International Relations Club, Koinonia (Christian ministry), Physics and Math Club, and Psychology Society.

ACHIEVEMENT RECOGNITION

Bethany College undertakes to encourage superior achievement in scholarship and outstanding leadership in student affairs by public recognition at Commencement, on Honors Day and on other suitable occasions.

Graduation Honors

Students who have done academic work of unusual merit will be graduated with honors: Summa Cum Laude, Magna Cum Laude or Cum Laude. The awarding of honors is determined upon the basis of total quality points earned, standing in the Senior Comprehensive Examination, and the recommendation of the Student's Adviser.

Students who make an unusual record on the Senior Comprehensive Examination are listed at graduation as having "Passed With Distinction."

Class Honors

Junior and senior students of the College who complete the academic work of any one year with a scholarship index of 3.50 are recognized for "First Honors" for the year. Those who complete the academic work of any year with a scholarship index of 3.25 are recognized for "Second Honors" for the year. Freshman and Sophomore students of the College who complete the academic work of any one year with a scholarship index of 3.25 are recognized for "First Honors" for the year. Those who complete the academic work of any one year with a point average of 3.00 are recognized for "Second Honors" for the year.

Semester Honors List

At the end of each semester, a list of students who have rated high in academic attainment as attested by scholarship index are designated as "Students Distinguished in Scholarship." Often called The Dean's List, this distinction is determined by the Honors Committee.

Senior Fellowships

Certain members of the junior class may be designated as Senior Fellows for the following year. The selection is made from students who have attained unusual excellence in their Field of Concentration and who, by character and ability, can do special work in a department as an assistant in instruction or research. No more than ten senior fellowships are awarded in any one year. The selection of Senior Fellows is made by the Honors Committee from the nominations of the department chairmen.

Awards

The Oreon E. Scott Award is made each year to the graduating senior who has achieved the highest academic record over the four-year period. The donor of this award was a long-time Bethany trustee and a graduate of the Class of 1892.

The Anna Ruth Bourne Award is planned to stimulate scholarship among the women's social groups. This is a silver cup, provided by an anonymous donor, awarded to the active and bona fide women's social group whose active membership earned the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

The W. Kirk Woolery Award is offered to encourage scholarship among the men's social groups. This is a silver cup, donated by firends of the late Dr. Woolery who was Dean and Provost of the college. This cup is held by the active and bona fide men's social group whose active membership earned the highest scholarship standing during the preceding semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

The Outstanding Junior Woman Award is provided by the Pittsburgh Bethany College Club, comprising the college alumnae of Pittsburgh. This award is based on qualities of leadership, character,

conduct, and scholarship. The club has placed a suitable plaque in Phillips Hall on which the names of the winners are engraved. In addition, an individual gift is made each year to the person designated.

The W. F. Kennedy Prize is given each year to the outstanding young man in the junior class. This award, established by W. F. Kennedy of Wheeling, West Virginia, is awarded on the basis of his contribution to the college community life through leadership in activities, personal character, and scholarship.

The Freshman Writing Award is open to all Bethany freshmen and is judged on the merit of three types of writing: the essay, the short story, and poetry. The judging of the contest is under the direction of the Department of English.

The Shirley Morris Memorial Award, established by Theta chapter of Zeta Tau Alpha, in memory of Shirley Morris, a loyal member and past president of the chapter, is given annually to the outstanding student in the field of modern languages. Selection is made by the Modern Language Department of Bethany College.

The Beta Beta Beta Award, established by an anonymous donor, is an annual award made to the senior student majoring in Biology who has attained the highest academic rank in this field of concentration.

The Florence Hoagland Memorial Award, given by a graduate of the Class of 1944, is presented each year to the outstanding English concentrator in the graduating class. The award honors the memory of the late Miss Hoagland, who was for many years Professor of English at Bethany.

The Cammie Pendleton Awards, named in honor of Miss A. Campbellina Pendleton, Professor of Language and Literature of Bethany from 1884 to 1909, are presented annually to the outstanding junior and sophomore concentrating in English. The awards are given by Dwight B. MacCormack, Jr., of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

The Christine Burleson Memorial Award in English, given by a graduate of the class of 1936, is presented each year to the senior English concentrator who has attained the second highest rank in English. The award honors the memory of the late Miss Burleson, who was Professor of English and Dean of Women from 1932 to 1936.

The E. E. Roberts Distinguished Prize in Campus Journalism is awarded annually to an outstanding student who excels in work on a student publication, academic work in the Department of Journalism, or both.

J. S. V. Allen Memorial—A fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding student of Physics at Bethany College.

Frank Alfred Chapman Memorial—A fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding student of History at Bethany College. Preference is given to students of American History and the Ohio Valley.

Osborne Booth Memorial Fund—An endowed fund to provide for an annual student award for excellence in religion studies.

The Francis O. Carfer Prize is given each year to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College during his undergraduate years. Mr. Carfer, a Trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishment and characteristics of loyalty, service, and devotion to Bethany College.

Senior Award in Chemistry. This award, by anonymous donor, is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in his major field, including the record made on the Senior Comprehensive Examination.

Honor Societies

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

Gamma Sigma Kappa is the honorary scholastic fraternity founded at Bethany College in 1932. Students maintaining a scholarship index of 3.25 for four consecutive semesters, provided that in no semester their scholarship index falls below an average of 3.00, are, upon recommendation by the faculty Honors Committee, eligible for membership.

Bethany Kalon is an honor society established in 1948 to give recognition to students who have demonstrated competent and unselfish leadership in student activities, have been constructive citizens

of the college community, and have high character. It is open only to juniors and seniors. Selection is made by the members of the society with the advice and approval of the Honors Committee.

The West Virginia Delta Chapter of Pi Gamma Mu is an honorary social studies fraternity. Students maintaining a high scholarship index in 20 semester hours of social studies are eligible for membership.

Alpha Phi Chapter of Beta Beta Beta is an honorary society for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation in the life sciences.

Iota Theta Chapter of Sigma Tau Delta is an honorary English fraternity. Membership is limited to students who have maintained a scholarship index of 3.2 in 15 semester hours of English and a total scholarship index of 2.8.

Tau Chapter of Omicron Delta Epsilon, National Honor Society in Economics, was established at Bethany College in 1960. Membership is limited to students of at least Junior standing, who have completed 12 or more semester hours of courses in Economics with an average of B plus or higher, and whose grade average in all courses is at least B.

Beta Gamma of Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing a certain number of major and minor roles in the plays presented on campus. Provision is also made for crediting other kinds of dramatic work on the technical and business side of play production as equivalent to major and minor roles.

Mu Epsilon Chapter of Phi Alpha Theta was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 hours of history with an average of B plus or higher, with at least a B average in two-thirds of all other studies. Members must also rank in the upper 35% of their classes.

The Bethany Chapter of Pi Delta Epsilon, a national recognition society in journalism, was first formed on the Bethany campus in 1947, and reactivated in 1967. The purpose of the society is to elevate the cause of journalism, to foster the mutual welfare of student publications, and to reward the journalist for his efforts, service, and accomplishments by admission to its membership.

HEALTH SERVICE

The college recognizes its responsibility for the physical well-being of its students and undertakes to provide adequate facilities and procedures to safeguard their health. Attention is given to the prevention of illness or accidents as well as to treatment and cure.

The College Infirmary

The College Infirmary, in charge of the College Nurse and her assistants, is open while the College is in session. It includes the physician's office, dispensary, treatment rooms, medicine room, and wards for men and women.

The College Physician is in the infirmary each day for consultation, examination, and treatment without charge.

DISPENSARY

Each student is expected to report any illness to the college dispensary. The Head of Residence in any college facility should be advised at once if a student is ill and unable to report to the dispensary. Students may not make direct requests for nursing services outside the infirmary. In the event of contagious or infectious disease, students will be expected to observe all regulations which may be prescribed by the college officers or public health officials.

Arrangements can be made for vaccinations, cold serums and special treatments at the college dispensary. No extensive medical or surgical procedures are carried out at the infirmary, but all minor ailments will be cared for, and some medicines will be supplied.

EXAMINATION AND TREATMENT

All students registering for the first time at Bethany are advised to send a record of a recent and thorough physical examination by their family physician. Those who have not done so will be examined by the College Physician and may be required to follow his recommendations.

When medical care is needed outside the infirmary, advisory assistance in securing outside services will be given but the expense of such treatment must be paid by the student.

Students are free to employ either the College Physician or a physician of their own choice in any case of illness. Excellent physicians in all major specialties are available in Wellsburg or Wheeling.

INFIRMARY CARE

In case of need, each student is entitled to three days per semester of resident care in the infirmary with no additional charge. The cost of this service is covered by a portion of the General Fee. For periods in excess of this time, a charge of \$4.00 per day is made. Students not boarding in college dining halls will be charged \$4.00 per day for board during the period of hospitalization, beginning with the first day of admission to the Infirmary.

Student Health Insurance

The Student Health Service is not designed to cover accidents or serious illness requiring special medicine or surgical treatment or hospitalization. The College therefore makes available to its students and their parents medical, surgical and hospitalization insurance to afford reasonable protection for those cases which exceed the benefits and services extended by the College Infirmary. The cost is \$15.00 per semester, and will be included in the College invoice, unless the appropriate waiver is forwarded to the Business Office as specified.

ADVISING AND COUNSELING

The advising and counseling of students are important segments of the educational program at Bethany College. The programs are designed to provide resources which will help each student with academic, personal, spiritual, social, and vocational problems from the time he is granted admission to Bethany until graduation.

Bethany College recognizes the need to provide its entering students an introduction to their work in new surroundings, and requires freshmen to come to the campus several days before the formal registration of other students. Orientation and evaluation days are planned not only to introduce the students to the College, but also to introduce the college to the students.

From the beginning of his college career each student is assigned a selected Faculty Advisor who provides him with guidance through the first two years or until he chooses a major field of study. When he makes the choice of a major field of study, the student is assigned to a Faculty Advisor in the department in which he has chosen to concentrate. A Faculty Advisor helps the student plan an academic program consistent with the aims and obligations of a liberal arts education, and a program which is in keeping with the student's abilities, aptitudes, and aspirations.

The chief officer in charge of student advising and counseling, student welfare, and coordination of all student personnel administration is the Dean of Students. Members of his staff are available for help in career guidance, social adjustment, financial problems, plans for graduate or professional study, or personal analysis.

Faculty Advisors

FOR FRESHMEN

Mr. Allison, Mr. Becker, Mrs. Carty, Mr. J. U. Davis, Mr. Draper, Mrs. Hanna, Mr. Judy, Mr. Kenney, Mr. Kirkpatrick, Mr. Larson, Mr. Lozier, Miss McGuffie, Miss Mathison, Mr. Myers, Mr. Mulcahy, Mr. Updike, Mr. Patterson, Mr. Perrine, Mr. Porter, Miss Reed, Mr. Ripps, Mr. Sawtell, Mr. Schweinfurth, Mr. Shoup, Mr. Taylor, Mr. Thackray.

FOR FIELDS OF CONCENTRATION (Senior Advisors)

Art	Mr. Youngren
Biology	Mr. Larson
Chemistry	Mr. Draper
Communications	Mr. Carty, Mr. Drinnon
Economics	Mr. Halt
Education	Mr. Spence
English	Miss McGuffie
Fine Arts	Mr. Youngren, Mr. Hauptfuehrer
Foreign Languages	Mr. McKenzie
History and Political Science	Mr. Young
Mathematics	Mr. Tye
Music	Mr. Hauptfuehrer
Philosophy	Mr. Myers
Physical Education	Mr. Goin
Physics	Mr. Wei
Psychology	Mr. Peirce
Religion and Religious Education	Mr. Preston
Sociology and Anthropology	Mr. Shoup

FOR CAREER INTERESTS

Dentistry	Mr. Larson
Engineering	Mr. Wei
Law	Mr. Young
Medicine	Mr. Larson
Ministry	Mr. Preston
Nursing	Mr. Larson

Radio	Mr. Garvin
Drama	Mr. Drinnon
Recreational Leadership	Mr. Goin
Social Work	Mr. Shoup
Teaching	Mr. Spence
Veterinary Medicine	Mr. Larson

FOR SPECIAL SERVICES

Undergraduate Scholarships	Mr. Sandercox
Foreign Students	Mr. Schweinfurth
Gans Fund Grants	Mr. Weimer
Graduate Fellowships and Scholarships	Mr. Kenney
Honors Program	Mr. Young
Ministerial Training Awards	Mr. Sillars
Selective Service	Miss Gordon
Social and Recreational Activities	Miss Nicholson
Vocational Information and Guidance	Mr. Cunningham

Vocational Guidance

In Modern Society practically every individual must make some plans for a vocation. Bethany College believes that a liberal education provides men and women with the most adequate preparation to meet the demands of our ever-changing society. Against a broad, carefully planned, liberal arts background, Bethany College students can select specialized courses or fields of concentration which will prepare them for admission to graduate and professional schools, or for entrance into the world of business.

Placement

Bethany College offers the opportunity of employment to a limited number of students. Students are not encouraged to seek work while at school unless their financial need so requires. Most of the positions available are limited to those students receiving a Bethany College Work Commitment as a portion of their financial aid package.

The Office of the Dean of Students serves as a center of information for summer employment. Applications and various folders from a variety of areas are made available to students upon request.

The vocational guidance and subsequent placement of the graduating senior is an important final step for those entering our society. The College entertains a number of company and school system representatives seeking qualified applicants. The College assists in the scheduling of primary contacts between graduating seniors and personnel officers within a particular area of interest. The College also assists graduates in placement through the national G. R. A. D. system. Graduates desiring information should contact either the Dean of Students or the Alumni Director of Bethany College.

STUDENT REGULATIONS

The College expects all students to be responsible citizens. The regulations of the College are for the protection of the rights of all members of the College community. Students who do not accept the necessity of responsible action or are antagonistic toward the spirit and purposes of the College may be dismissed or requested to leave at any time. In the administration of regulations and policies, the College will be guided in the treatment of individual cases by the general attitude of the student: whether or not he has proved himself a creditable member of the College Community, as shown by regularity in attendance at classes, promptness in the fulfillment of obligations, earnestness in endeavor to profit by the college opportunities and an evident awareness and practice of high standards of social and moral conduct.

A complete description of the regulations of Bethany College on such matters as Class Attendance, Housing, Telephones, Dining Rooms, Health Services, Motor Vehicles, Use of Alcoholic Beverages, Eligibility Requirements and other areas of student life are contained in the Student Handbook.

Since the **Student Handbook** is usually distributed just prior to registration, applicants for admission might want to know the following in advance:

1. With the exception of commuters all students are required to live in College residences or fraternity houses unless excused by the Dean of Students.
2. All resident students are required to board in college dining halls unless excused by the Dean of Students. No refunds are granted for meals missed.
3. Freshmen are not permitted to bring automobiles to Bethany.

4. All new students are required to send a record of a recent and thorough physical examination by their family physician. All illness must be reported to the Infirmary.
5. The use or possession of intoxicating alcoholic beverages on the campus is prohibited.

Applicants who have questions about the regulations are invited to write to the Dean of Students for specific information.

Admission to the College



Bethany welcomes applications for admission from all those who consider themselves qualified and are sincere in their desire to enter the College. Admission is based on a careful review of *all the credentials presented* on behalf of the candidate and is on a competitive basis. The Committee on Admission accepts those it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission.

ADMISSION PROCEDURE

Application for admission to the freshman class should be made to the Director of Admission, Bethany College, Bethany, West Virginia. A candidate should file his application as early as possible in the year in which he seeks admission, preferably before the completion of the first half of his final preparatory year. Decisions of the Committee on Admission are mailed beginning in October and ending in April. Upon acceptance for admission, applicants are expected to make a non-refundable registration deposit of one hundred dollars within the period stipulated in the letter of admission.

Credentials for Admission

PROGRAM OF SECONDARY SCHOOL STUDIES

A candidate for admission is expected to complete a secondary school course which gives preparation for the work of a liberal arts college. Fifteen units of academic (college preparatory) work must be presented. Although the College does not prescribe how these

subjects shall be distributed, it expects a minimum of four years of English with the usual sequences in mathematics, science, foreign languages and social studies.

Applicants from public high schools should be in the upper half of their graduating classes. Candidates from private schools and other specialized schools should have college certifying grades in all subjects.

EXAMINATIONS

The College requires that all applicants take the Scholastic Aptitude Test of the College Entrance Examination Board. The test is given several times during the year at many centers throughout the world. Bethany will accept the scores from the examinations at any of the testing dates, but prefers the December or January administration of the test. Application forms for the test are usually available at secondary schools, but they may also be secured by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey.

Although not required for admission, all *accepted* applicants must present scores on three Achievement Tests (the English Composition Test and two others of the applicant's choice) for placement purposes. It is suggested that they be taken in the late spring of the senior year of secondary school.

INTERVIEW

Since Bethany is a small college and its members share a common life, the character and personal qualifications of students are of great importance. Every candidate should, therefore, have an interview if possible. Applicants who live near enough to Bethany to make the round trip in one day should arrange for an interview at the College.

The following visiting hours are maintained by the admission office:

9:30-11:30 A.M.

2:00-4:00 P.M.

Monday through Saturday

Monday through Friday

Applicants living at a greater distance would profit greatly from an interview on the campus. However, if a trip to the College is not possible, an interview with an Admission officer when he is travelling in the applicant's vicinity may often be arranged.

REFERENCES

Three references from persons who know the applicant well are required. The Admission Office will write directly to the persons the applicant gives as references on his application blank.

HEALTH REQUIREMENTS

After the candidate's admission the parents and family physician will be asked to provide a medical history adequate for the understanding of any problems which arise. Each candidate must also provide evidence of having had a successful smallpox vaccination within a three year period prior to entrance.

EARLY DECISION PLAN

The Committee on Admission is willing to give consideration for early decision to any student whose first choice of colleges is Bethany. A candidate interested in applying for an early decision should submit all credentials during the summer following the junior year. *In addition, the candidate must write a letter to the Director of Admission requesting an early decision on the basis that Bethany is the applicant's first choice.* Applicants under the early decision plan are notified of the action of the Committee on Admission during October and November of their senior year in secondary school. Applicants for early decision who are not accepted may be reconsidered in the spring on the usual admission program.

ADVANCED PLACEMENT

Entering freshmen who pass the Advanced Placement Tests, given in May by the College Entrance Examination Board, are admitted with advanced standing. Information about these tests can be obtained from the College Entrance Examination Board.

Programs of advanced placement other than that of the College Entrance Examination Board may be used when evaluated by the Bethany College faculty.

Any student who feels he is sufficiently well grounded in the subject matter of any of the prescribed courses for a baccalaureate degree or in any course in another area may make application to the Director of Testing to take an achievement test. The application should state the achievement test which the student desires to take on the basis of his preparation for the specific test. If the results of this test indicate sufficient mastery of the subject the prescription may be waived. Passing the achievement test will not

necessarily give credit in hours toward a degree. If there is evidence of a high degree of mastery of the subject matter in the area the student may receive academic credit toward a degree.

ADVANCED STANDING BY TRANSFER

A limited number of students from other approved colleges may be admitted by action of the Committee on Admission. *All applications for admission from students for advanced standing must be accompanied by official certificates stating the nature and extent of college courses attempted or completed, and all disciplinary and academic items that belong to such a record.* Academic work ranked below "average" (grade C) will not be accepted. Not more than sixty-five hours will be allowed for courses completed in Junior College.

Some academic credit may be allowed for training courses and educational experiences in the Armed Forces according to the general pattern recommended by "A Guide to the Evaluation of Educational Experiences in the Armed Services" issued by the American Council on Education, provided such courses or experiences are appropriately related to a college of liberal arts and sciences.

A student transferring to Bethany cannot be granted a degree unless he has been in attendance at the College at least a full year.

UNCLASSIFIED STUDENTS

A very limited number of mature students who are not candidates for a degree may be admitted to the College as "unclassified students." Approval for such enrollment will be given only if the applicant can satisfy the Committee on Admission that he can pursue the courses with profit, that he has a serious purpose in mind, and that he can meet the general requirements as to health, character and mental ability.

DISCIPLINE

The College may dismiss or suspend a student at any time when, at the sole discretion of the College, the best interests of the College or the student will be served thereby. Attendance at Bethany College shall be conclusive evidence of each student's acceptance of this principle.

Expenses and Financial Assistance



Bethany College is a non-profit institution. Tuition, fees and other general charges paid by the student cover less than three-fourths of the College's instructional and operating expenses. The balance needed to meet the instructional and general expenses of the College comes from income from endowment funds, and from gifts and contributions from alumni and friends of the College.

The College will continue to keep the cost of the student as low as possible consistent with the maintenance of adequate facilities and competent instruction.

ESTIMATED EXPENSES FOR A SEMESTER

For essential campus expenses, exclusive of such personal items as clothes, travel and amusements, and books, a student should budget from \$1350 to \$1450 a semester, viz:

Tuition and fees	\$850.00
Room and Board	\$475.00 to \$550.00

The College is required to collect the West Virginia Sales Tax of 3% on published charges for room and board.

The College reserves the right to change the price for room and board without advance notice.

TUITION AND FEES

The tuition and fees charge for each semester is \$850.00 for eighteen credit hours or less. For each academic hour in excess of eighteen an additional charge of \$45.00 is made. Tuition for students carrying less than thirteen hours is \$65.00 per semester hour. No reduction is made in student accounts for course changes made after the first two weeks of the semester.

While a general charge is stated for Tuition and Fees, this may be divided into \$650.00 for tuition and \$200.00 covering activities and services as follows: Athletics, Health Service, Library, Lectures, Plays, Concerts, Publications, Student Activities and Laboratory services with the exception of Music, Student Teaching and Art.

Admission and Registration Fees

APPLICATION FOR ADMISSION

All applications for admission should be made to the Admission office on forms supplied by the college. A non-refundable \$10.00 fee is required at the time formal application is presented.

APPLICATION FOR READMISSION

Students who have been previously enrolled in Bethany College who wish to return for additional college work must file an Application for Readmission with the Admission office. A \$5.00 fee is required at the time such application is presented.

REGISTRATION DEPOSIT

Upon acceptance for admission or readmission, a non-refundable registration deposit of \$100.00 is required of all students in accordance with instructions provided in the acceptance letter.

This deposit will be refunded following graduation.

Students not being graduated may have the deposit refunded after the last term of their attendance if written notice is given to the Business Office *prior to the advance enrollment date for the next regular term*. Such students may be readmitted by approval of the Dean of Students and the Business Manager.

MATRICULATION FEE

This fee of \$15.00 is payable once by every new student. It covers, in part, the cost of orientation and evaluation procedures for new students.

Withdrawals and Refunds

A student wishing to withdraw from Bethany College must file written notice with the Dean of Students to qualify for refunds of deposits and adjustment of other charges.

In case a student withdraws from college during the semester because of sickness or other causes entirely beyond his control, tuition and board are refunded on a pro rata basis figured from the end of the week in which withdrawal takes place. Students dismissed or requested to withdraw by the College are not entitled to any return of fees. Scholarships and grants are not applied on the accounts of students who withdraw before the end of the semester. Special fees are not refunded.

Miscellaneous Fees

These fees are applicable for the specific course listed. They are charged only to students enrolled in such courses.

Education 443, 475, (each hour)\$ 9.00 per semester

MUSIC FEES

Private Lessons, one lesson a week\$ 65.00 per semester
 Private Lessons, two lessons a week\$115.00 per semester
 Instrument Rental\$ 9.00 per semester
 Organ Practice, one hour each day\$ 33.00 per semester
 Piano Practice, one hour each day\$ 9.00 per semester
 Voice Practice, one or two hours\$ 9.00 per semester

ART FEES

Art 304\$ 20.00
 Art 404\$ 20.00
 Art 301\$ 10.00
 Art 401\$ 10.00
 Art 242\$ 10.00
 Art 305\$ 10.00
 Art 481\$ 15.00
 Art 482\$ 15.00

OTHER SPECIAL FEES

Student Board of Governors Fee	\$ 25.00 per semester
Application Fee for all new students	\$ 10.00
(This fee must be paid before any action is taken on application for admission)	
Application Fee for all former students	\$ 5.00
(This fee must be paid before any action is taken on application for readmission)	
Registration Deposit (see page 54)	\$100.00
Auditing a course, per semester hour	\$ 45.00
(A student is not charged if he is paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours)	
Comprehensive Examination	\$ 25.00
(For students not in residence or for special examination)	
Each academic hour when less than thirteen ..	\$65.00 per semester
Each academic hour in excess of eighteen	\$45.00 per semester
Each change in registration after registration day	\$ 2.00
Graduation Fee	\$ 20.00
Guidance and advisory service (pre-college)	\$10.00 to \$ 25.00
Health Insurance	\$15.00 per semester
Infirmary charge per day	\$ 4.00
(After first three days each semester)	
Late registration (per day)	\$ 3.00
Matriculation and Orientation Fee	\$ 15.00
Special Examinations in any department	\$ 10.00
Special placement or achievement test in any department ...	\$ 5.00
Transcript fee for transcript or copy of academic record (After first issue)	\$ 1.50
Lock Deposit for Physical Education Courses	\$ 5.00
(Refunded if the lock or key is returned to Physical Education Department)	
Key Deposit for Dormitories	\$ 5.00
(Refunded if returned)	
Linen (per semester for all resident students)	\$ 17.00

BREAKAGE AND GUARANTEE DEPOSITS

These deposits are made to cover actual costs of special services materials.

Biology 343

\$ 5.00 per semester

Chemistry and Physics breakage and guarantee deposits are covered by a \$5 breakage card purchased by each student each semes-

ter for each laboratory course in which he is enrolled. In the event the breakage is in excess of \$5 per course per semester, an additional \$5 breakage card must be purchased. Unused portions will be refunded at the end of each academic year.

PAYMENT OF STUDENT ACCOUNTS

At the time of registration an invoice is prepared for each student, listing all charges due the College for the following semester. Payments are due in accordance with the following:

First Semester

By August 15 a payment of\$750
Balance on account due October 15.

Second Semester

By January 15 a payment of\$750
Balance on account due March 15.

Scholarships and awards may not be used as credit against the August or January requirement; however, completed loan agreements may be. All special student accounts for which total semester charges are \$750.00 or less are payable in full at registration.

Students will not be permitted to register if the initial payment requirements for each semester are not met, and they may be denied College privileges if subsequent payments are not completed as scheduled. *These requirements are in addition to the registration deposit.*

Checks or drafts should be written payable to Bethany College.

An account service fee of 2% per month will be charged on balances outstanding on all student accounts as of October 15 for the first semester and March 15 for the second semester. This fee will be entered on all accounts the day following the above dates and at 30-day intervals thereafter for a period not to exceed 90 days.

Students may not take final examinations, receive academic credit or obtain transcripts until satisfactory arrangements are made to cover financial obligations.

Student Drawing Account

The Business Office provides a limited banking service whereby students may deposit funds and draw on them as required. Students or their parents may make deposits to the Student Drawing Account.

The only charge for this service is at the established rate of exchange for handling checks. Its use is recommended. This avoids the

necessity of the student's keeping on hand any substantial amount of money.

All checks must be made payable to the Bethany College Student Drawing Account.

Monthly Payment Plans

The College has made arrangements with the Insured Tuition Payment Plan, Education Funds, Inc., and The Tuition Plan, Inc. whereby student accounts may be paid on a monthly basis during the year. Arrangements to use any of these plans should be made prior to the registration period. Information concerning these may be obtained by writing to the Business Office, and contract forms may be obtained by writing the Insured Tuition Payment Plan, 38 Newbury Street, Boston, Massachusetts 02116; Education Funds, Inc., 10 Dorrance Street, Providence, Rhode Island 02903, The Tuition Plan, Inc., One Park Avenue, New York, New York 10016. Contracts are to be completed by the parent or guardian of the student by direct negotiation with the payment plan offices indicated.

STUDENT FINANCIAL AID

The College provides limited financial assistance to promising and deserving students through scholarships and loans to the extent that designated funds permit. There are also limited opportunities for student employment.

Candidates for admission to the freshman class who wish to apply for any form of financial aid *must* submit the *Parents' Confidential Statement* to the College Scholarship Service, Box 176, Princeton, New Jersey *prior to February 1st* for evaluation and submission to our Admission Office. No special examinations are required of financial aid applicants but candidates for scholarships must take the College Board Scholastic Aptitude Test not later than December of the applicant's senior year, since no applicant will be considered for assistance until accepted for admission. College Scholarship Service forms will be available in secondary schools on October 1, 1969.

Financial aid cannot be given to all who apply, but students of ability who need assistance are encouraged to apply. So many students with genuine need and without other resources ask for help from the College that those who can obtain help from friends or relatives should do so. The Committee makes awards on the basis of academic accomplishment, constructive citizenship, and financial

need. Major awards include all types of financial aid: scholarship, grant, loan and employment. Except for employment awards are credited against college charges.

Each year Bethany College awards scholarship assistance to selected students from other countries. The awards are based on need as well as scholarship with an attempt to bring to the Bethany Campus students from as many cultural areas as possible. As part of their award, these students are expected to help infuse an awareness of their culture into the Bethany community.

Qualifications for Scholarships

Bethany College recognizes promise and intellectual attainment by awarding a number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis, but they are subject to review and continuation or cancellation at the end of each year. They are continued from year to year only if the recipient has met the following conditions:

1. A satisfactory scholarship index.
2. Satisfactory conduct as a student.
3. Worthwhile contributions to the college program.
4. Constructive citizenship in the college community.
5. Payment of student accounts as scheduled.

Scholarship Funds

The College recognizes, with appreciation, the gifts of specially designated funds which not only provide lasting memorials for individuals and families, but also make possible scholarship grants to undergraduates who otherwise would find it difficult to enter or remain in college.

The following scholarships have been specially designated by friends of the College and are part of the total resources available for financial aid to students:

Mary A. Morrison Scholarship—This is a scholarship covering part of the cost of tuition.

Isaac Mills Scholarship—This scholarship covers a part of the tuition charge of a ministerial student.

G. A. Willett Scholarship—This scholarship of \$80 per semester applies on tuition. The student receiving this scholarship is to be nominated by a member of the Willett family.

Isaac Brown Scholarship—This scholarship provides \$30 per year to apply on tuition.

Albert C. Israel Scholarship—This scholarship yields \$20 per year to apply on tuition of a descendant of Albert C. Israel.

Jennie I. Hayes Scholarship—The income from a fund of \$5,000 is awarded for the purpose of helping students who are preparing for the mission field or the ministry.

Ida M. Irvin Scholarship—The income from a fund of \$5,000 is awarded to students who have reached the senior year in their college course.

Herbert Moninger Scholarship—A scholarship fund of \$2,500 established in memory of Mr. Herbert Moninger, a graduate of the class of 1898. The income is used to aid a student or students preparing for religious education.

Josiah Wilson Scholarship—A scholarship fund in the amount of \$2,576 established by Josiah N. Wilson in memory of Josiah N. and Wilminia S. Wilson. The income is used to aid a student or students preparing for the Christian ministry.

The John H. and Ida H. King Scholarship Fund—The income from a fund of \$18,292 is awarded to students at Bethany College under terms approved by the Trustees of the College in accordance with the will of the donors.

M. M. Cochran Scholarship—These Scholarships cover a part of the tuition charge.

Minnie W. Schaefer Awards—The income from this fund of \$8,350 is awarded to a student or students preparing for definite Christian service.

J. T. Smith Awards—A fund of \$17,417 established by Mr. J. T. Smith of Memphis, Tennessee, the income of which is available for students preparing for the Christian ministry or some other form of Christian service.

William Kimbrough Pendleton Scholarship Fund—A fund of \$20,000 set up by Clarinda Pendleton Lamar in memory of her father, William Kimbrough Pendleton, member of the first faculty and second president of the College (1866-1889), the income of which

is available each year to one or more citizens of West Virginia. These awards may be in the form of loans or gifts as determined by the Committee on Scholarships and Financial Aids.

Vinson Memorial Fund—A fund of \$1,600 established by Z. T. Vinson, of the Class of 1878, through the Central Christian Church of Huntington, West Virginia, the income from which is available to students preparing for the Christian ministry.

Florence M. Hoagland Memorial Scholarship—A fund of \$5,915 established by Miss Frances Cables of Woodstock, New Hampshire, for the establishment of a scholarship in memory of Florence M. Hoagland, Head of the Department of English and Advisor for Women at Bethany from 1936 to 1946, the income of which is available to students approved by the Committee on Scholarships and Financial Aids.

Perry Scholarship Fund—A fund of \$11,928 established in memory of Professor and Mrs. E. Lee Perry. Professor Perry was a graduate of the College in the Class of 1893, Professor of Latin at the College from 1908 to 1939 and Professor Emeritus from 1939 to 1948. Under the terms of this gift, the income of this fund is to be used to aid students preparing for the Christian ministry.

William H. Vodrey Scholarship—A fund of \$28,314 established by Mr. William H. Vodrey, a member of the Class of 1894, the income of which is to be used to assist a student or students from the area around East Liverpool, Ohio.

Adelaide E. and Arthur C. Stifel Endowment Fund—A fund of \$42,712 established by Mr. and Mrs. Arthur C. Stifel of Wheeling, the income from which is to be used to assist a student or students from the Wheeling area.

Newton W. and Bessie Evans Scholarship Fund—A fund of \$5,000 established by Mr. Newton W. Evans, the income from which is to be used to assist worthy students in furthering their education at Bethany College.

The Oreon E. Scott Foundation Scholarships—A grant from the Trustees of the Oreon E. Scott Foundation provides scholarships covering part of the tuition costs for the junior and senior year to those students preparing for the Christian ministry who have the highest scholarship index for prior years.

Campbell Allen Harlan Scholarship—A fund of \$58,500 established by Mr. Campbell Allen Harlan of Detroit, Michigan, the income from which is to be used to assist students of unusual ability in the fine arts to further their education at Bethany College.

Perry and Aleece Gresham Scholarship—A fund of \$20,299 contributed by President and Mrs. Perry E. Gresham. The income from this fund is to assist worthy and eligible students as designated by the Committee on Scholarships and Financial Aids. Special consideration is given to young people interested in music or philosophy.

Greensburg Area Scholarship Fund—A fund of \$25,429 established anonymously in 1953, the income from which is to be used to assist students of ability and need, from the Greensburg, Pennsylvania, area to attend Bethany College.

Patrick A. and Elizabeth Berry Scholarship Fund—A fund of \$5,000 established by Miss Sara Cameron, the income from which is to be used to assist students of ability and need, from the Counties of Holmes and Knox in the State of Ohio, whenever possible.

Forrest H. Kirkpatrick Scholarship—The income from a fund of \$14,578 is awarded for the purpose of helping students who are sons or daughters of alumni.

Irene O. Darnall Scholarship—A fund of \$3,275 established by Irene O. Darnall, the income from which is to be used to assist needy and worthy students of Bethany College.

Lotta A. Calkins Scholarship—A fund of \$21,045 established by Lotta A. Calkins, the income from which is to be used to assist needy and worthy students who are preparing for full time Christian service in ministry and missions.

John E. Sugden, Jr. Fund—A fund of \$2,000 to render assistance in the forms of loans or grants to students who are preparing to become ministers of the Christian Church.

Marion and Frank Dunn Scholarship—A fund of \$3,915 the income from which is to assist worthy and eligible students designated by the Committee on Scholarships and Financial Aids.

Harry L. Ice Timothy Ministerial Endowment Fund—A fund of \$50,299 established by Mr. and Mrs. Robert H. Lee of Pittsburgh, Pennsylvania, honoring Dr. and Mrs. Ice in recognition to Dr. Ice for his productive and untiring work in establishing and building the "Timothy Ministerial Training Program." The income from this trust is to be used to assist students of ability and need who are preparing for full-time Christian service in the fields of ministry, religious education, missions, and other church vocations.

A. Dale Fiers Ministerial Athletic Scholarship—An annual award of \$100.00 to recognize and encourage the scholastic and athletic skill of an outstanding upperclassman preparing for the Christian ministry.

The Parsons Memorial Timothy Fund—An initial fund of \$12,734 established by the Heights Christian Church, Shaker Heights, Ohio, and other friends in memory of Dorothy and Waymon Parsons for dedicated leadership to this church and the Brotherhood of Christian Churches (Disciples of Christ). Income from this fund is to be used to assist worthy students who are preparing for a church vocation through the ministry, missions, or Christian education.

Raymond E. and Eunice M. Weed Scholarship—A fund of \$1,000, the income of which is available to ministerial students to aid in the payment of tuition costs.

Mr. and Mrs. Earl B. Brink Scholarship—A fund of \$3,000 the income from which is to assist worthy and eligible students as designated by the Committee on Scholarships and Financial Aids.

Thomas J. Boyd—A fund of \$1,700, the income from which is to assist worthy and eligible students as designated by the Committee on Scholarships and Financial Aids.

Florence Abercrombie Scholarship Fund—A fund of \$22,647.00 established by Florence Abercrombie, the income from which is to be used to provide scholarships for worthy students preparing for full-time Christian Service.

Charles C. Smith Scholarship—A fund of \$5,050 established by the children, grandchildren and friends in memory of Mr. and Mrs. C. C. Smith whose dedicated lives were spent in service to the Christian ministry in town and country churches. The income is to be used for scholarships with priority given to those preparing for the Christian ministry and lay leadership.

Ada P. Bennett Memorial—Ministerial Training Endowment Fund of \$2,046 established by Mr. O. E. Bennett, family and friends, the income from which is awarded to a student preparing for a church-related vocation.

Stewart King Tweedy Memorial Scholarship—A fund of \$10,213 established by Mr. and Mrs. H. L. Tweedy and friends, in memory of their son who was killed in Viet Nam. The income from this fund is awarded to students on the basis of need and merit and without regard to sex, religion, race or nationality.

H. J. Morlan Fund—A fund of \$5,000 contributed by Mr. Morlan to the Scholarship Endowment of Bethany College.

Elizabeth M. Shrontz Scholarship—A bequest of \$5,000, the income from which shall be used to assist worthy students to obtain an education.

Reader's Digest Foundation Scholarship—A fund of \$12,500 established by the Reader's Digest Foundation, the income from which is used for the Scholarship Program of the College.

Argyle Campbell Memorial—A fund of \$3,936 contributed by the family and friends of Mr. Campbell to the Scholarship Endowment of Bethany College.

Jessie M. and Frank P. Fiess Endowed National Campbell Scholarship—Functioning under the general eligibility rules of the National Campbell awards, the Fiess scholarship is designed to assist students of Christian Church background who are preparing for lay professions.

Elwood C. and Ethel M. Charnock Scholarship—An endowment fund to assist students in Bethany College at and above the sophomore level.

J. West Mitchell Endowed Medical Loan Fund—A fund to provide loan assistance to pre-medical undergraduates at Bethany College and graduates of Bethany College enrolled in accredited medical schools.

Edwin K. Resseger, Jr. Memorial Scholarship—An endowed fund to provide scholarship awards to worthy and eligible students as designated by the Committee on Scholarships and Financial Aids.

National Campbell Scholarship—An endowment fund established in memory and honor of Alexander Campbell. Awards are in recognition of Christian service and academic accomplishment to develop able and dedicated lay leadership in the Christian Church. Nomination for these awards is made by the local minister and the awards are granted by the Committee on Scholarships and Financial Aids.

The Fannie M. Bennett Endowed National Campbell Scholarship provides financial assistance for students from Disciples of Christ background.

The Ben and Leona Brown Scholarship Endowment provides financial assistance for students at Bethany College with first choice being given to those from a background of a Christian Church.

The William G. and Carrie E. Bunyan Student Aid Endowment provides loan assistance to students at Bethany College under the general supervision of the faculty committee on student aid.

The Class of 1969 Scholarship Endowment will provide scholarship grants beginning with the 1984-85 college year. First preference will be given to descendants of the class of 1969.

The Nelson Evans Cook Endowed Scholarship memorializes an outstanding metallurgist and provides scholarship assistance for students of chemistry.

The Aleece C. Gresham Scholarship Endowment offers scholarship assistance to outstanding students in the field of music.

The V. J. Hopkins and Mary L. Hopkins Scholarship Endowment operates under the principles of the National Campbell Scholarship program to provide assistance for young people from the background of the Christian Church (Disciples of Christ).

The Flora Isenberg Scholarship Endowment was established by a \$30,000 bequest from the donor and provides assistance for students of the liberal arts and sciences.

The Emma A. Lyon Scholarship Endowment memorializes a pioneer Christian missionary to China. This endowment was initiated by a gift from Mrs. Mary M. Farm of Hawaii.

The Meril and Marguerite May Student Loan Fund is a revolving fund for Bethany College students who are members of the Christian Church.

The Eli and Lee Rabb Scholarship Endowment provides scholarship assistance for students at Bethany from the Upper Ohio Valley.

The Herbert and Marguerite Rech Scholarship Endowment offers financial assistance for students under the supervision of the faculty committee on financial aid.

The James Derrick Reynolds Memorial Scholarship Endowment was established by parents and friends of a young man who lost his life in Viet Nam. Awards are made under the supervision of the faculty committee on financial aid.

The Sala Family Memorial Endowment has been designated for support of ministerial education at Bethany College.

The Richard L. Schanck Scholarship Endowment provides unrestricted financial assistance for undergraduates.

The Robert S. and Marie J. Tuck Scholarship Endowment provides awards for students planning to enter some phase of the professional ministry of the church.

Peter Tarr Heritage Endowment will provide scholarship assistance primarily for students in the field of history.

Arthur A. Wells, Jr., Scholarship Endowment will provide scholarship grants for students of social studies and humanities.

Award Funds

MINISTERIAL TRAINING AWARDS

Students preparing for church-related vocations, including the pastoral ministry, religious education and special ministries receive financial aid according to need through Timothy scholarships made possible by contributions from churches and individuals. Even though the Timothy program is designed primarily for members of Christian Churches (Disciples of Christ) some financial assistance is available to those preparing for this type of service who are affiliated with other religious groups. The Timothy program is under the supervision of the Director of Church Relations and Ministerial Training. Continuation of these awards requires satisfactory academic performance in each academic year.

THE GANS FUND AWARDS

Income from a fund of \$50,000, established by Wickliffe Campbell Gans of the Class of 1870 and Emmett W. Gans, in memory of their father and mother, Daniel L. and Margaret Gordon Gans, is awarded to juniors and seniors at Bethany College and to graduates of Bethany College engaged in study and research at Bethany or elsewhere who have shown "evidence of merit and promise in the field of science." Funds so awarded will be available for approved study and research in some specific field.

SUSTAINED AWARDS

H. L. Berkman Foundation—Annual contribution for Scholarship assignment to a resident of the Upper Ohio Valley.

Herbert and Marguerite Rech—Annual contribution for Scholarship assignment.

West Virginia Consumer Finance Association—Annual contribution for Scholarship assignment.

Robert M. and Katie W. Campbell—Annual contributions for Scholarship assignment.

Archibald Hamilton Rowan, Jr. Memorial—Annual contribution for Scholarship assignment based on academic performance and good citizenship.

David G. Baird—Annual contributions for Scholarship assignment.

Arthur J. Kobacker—Annual contribution for Student Loan Fund.

The **Winfred E. Garrison Prize for Outstanding Achievement in Philosophy** is open to all students who have completed at least 12 credit hours in philosophy. Designation is made in the senior year.

The **Pearl Mahaffey Prize for Outstanding Senior Major in Languages** was established by Mrs. Walter M. Haushalter '07 and other friends of Bethany's Emeritus Professor of Foreign Languages.

Robert M. and Katie W. Campbell—Direct student aid for full-time Christian vocation students.

Loan Funds

THE PHILLIPS LOAN FUND

The gift of Thomas W. Phillips, Sr., of New Castle, Pennsylvania, in the amount of \$10,000 established this fund in 1890. Principal and interest in this fund are loaned to students preparing for the Christian Ministry.

THE CLAUDE WORTHINGTON BENEDUM SCHOLARSHIP LOAN FUND

Established by the Claude Worthington Benedum Foundation, loans from this fund are made to Bethany students who are bona fide residents of West Virginia, are in need of financial aid, and meet faculty requirements for such assistance.

THE NATIONAL DEFENSE STUDENT LOAN FUND

The Federal Government established in 1959 a loan program for undergraduate students in which Bethany College participates. Application information may be obtained from the Admission Office or the Business Office.

Applications for loans are made to the Committee on Scholarships and Financial Aids.

Student Employment

Limited opportunities for students to earn money for college expenses are afforded, but under no circumstances is it possible for a student to earn all of his expenses. The College may not be able to provide student employment of any kind beyond \$300 as a total for any one year.

Applications for student employment are filed on a designated form. A careful study of the student's needs and general welfare will be made by the committee caring for student employment as each application is considered. Applications for student employment should be filed with the Dean of Students.

The Academic Program



THE BETHANY PLAN

Bethany College has changed from the traditional semester plan to a modified semester system known as the Bethany Plan.

For several years the members of the Bethany academic community critically analyzed the changing trends in higher education, and the relevance of these trends to the liberal education of students. It was agreed that Bethany would make certain curricular adjustments to maintain a challenging and meaningful education for the new generation of students.

The new Bethany calendar consists of two 15 week semesters, and a four-week voluntary interim session in January. The Fall semester starts around the first of September and ends before Christmas. The Spring semester starts about the first of February and runs until the end of May. The middle term is a voluntary session which students may elect to use for intensive study on campus or for off-campus field work. The interim session will operate through the month of January. Only those students enrolled in an approved project will be permitted in residence.

The middle term is the unique and exciting part of the Bethany Plan. During the month of January, students will be free to rest, travel, prepare independent projects or earn money through employment. Students will also have the option of participating in Bethany-sponsored academic programs which do not fit into the conventional calendar.

A list of approved interim programs for the following year is published during the Spring term. The projects, which vary from

year to year, involve three basic types of activities: (1) intensive work in one area of an advanced or remedial nature, (2) off-campus field projects involving faculty and student travel and study in various areas of the United States and different parts of the world, and (3) social service and internship programs. An example of the first type of project might be a special laboratory course in physical chemistry. The second type of program might involve a group of students in the study of marine biology in Florida, or a study of the Common Market in Brussels. The third type of project might entail placing some students for work on an Indian reservation, in an urban ghetto, or in a laboratory or office of a governmental agency or business firm.

The voluntary January session provides a number of opportunities for Bethany students to become actively involved in a learning situation which cannot be present in the traditional calendar.

The new Bethany Plan is both adventurous and traditional. It breaks with the custom that all education must take place in classrooms and on-campus laboratories. It shifts the burden of course selection to the student and his adviser. It is traditional in its belief that true liberal learning involves a basic familiarity with the natural sciences, the humanities and the social sciences. It is traditional in that the college still concurs with Alexander Campbell in the position that true liberal education involves the freeing of man's mind from vulgar prejudices, ignorance, and error.

PRE-PROFESSIONAL STUDY

Bethany College offers pre-professional training in a variety of fields. A large percentage of its students select their courses to qualify them for entrance to technical or professional schools. The Faculty Adviser should be consulted to see that specific requirements of the school selected are met.

Below are listed a number of career interests for which undergraduate preparation is to be found at Bethany. The strong recommendations for liberal arts courses should be noted. They represent only a sampling of the many programs the student may elect in preparation for his life's work.

Christian Ministry

Students who plan to enter church vocations are expected to complete their preparation in seminaries and graduate schools of religion after their graduation from Bethany. Their undergraduate studies, therefore, include the fullest possible grounding in the liberal

arts. Guided by the faculty committee on ministerial training, students elect courses which provide necessary pre-seminary studies in the natural and social sciences, the arts and humanities and religion.

Pre-Dentistry

Admission requirements to dental schools stipulate at least two years of pre-professional training. It is recommended that the pre-dental student follow to a large extent the pre-medical program.

Pre-Engineering

A broad training in the sciences and humanities provides a good foundation for students who plan future specialization in one of the branches of engineering. Students desiring to transfer to an engineering school will need to give careful attention to requirements of the engineering school they wish to enter.

By cooperative arrangement with Columbia University, Bethany offers the first three years of a five-year course and arranges for the qualified student to transfer to the School of Engineering for the last two years of undergraduate training. Upon completion of the five-year program, degrees from both institutions will be granted.

Pre-Law

Most leading law schools require no specific undergraduate courses for entrance but expect a broad training in the social sciences and humanities and in logical thinking. They recommend, however, that pre-law students take basic courses in history, political science, economics, sociology, psychology, English composition, and speech.

Pre-Medicine

Students desiring to prepare for the study of medicine will find instruction and facilities which will satisfy the entrance requirements for the best medical schools. It is recommended that the students planning to study medicine should have broad basic training in courses of general education, including foreign language, literature, philosophy, and social science. A sequence in Pre-Medical Training is planned for those who do not wish to elect a field of concentration in a single field of science.

Pre-Nursing

Increasing opportunities are open to college-trained women in the fields of public health and professional nursing both civilian and military. Bethany sponsors a cooperative program in nursing with certain well established and highly approved schools of nursing.

Three years of study and a minimum of 96 semester hours including 4 hours of Physical Education are completed at Bethany College. This is followed by the completion of a prescribed course at a collegiate school of nursing recommended by Bethany College (such as Case-Western Reserve University, University of Pittsburgh, Columbia-Presbyterian, Cornell and others). Bethany's baccalaureate degree is then awarded at the same time as the award of the nursing degree.

Professional Chemistry

A thorough preparation for Professional Chemistry with a complete background of training in the liberal arts is offered in a program of courses that is designed to conform to American Chemical Society standards. Independent study introduces the student to the principles of research, aiding in any contemplated graduate or industrial work following graduation.

OFF CAMPUS PROGRAMS

Combination Courses

Special arrangements have been approved by the faculty under which students who have completed three years of work at the College may transfer to specifically approved institutions for engineering or nursing training and be eligible for graduation at Bethany on satisfactory completion of their undergraduate training at the cooperating institution.

By special arrangement with the School of Engineering, Columbia University, Bethany offers the first three years of a five-year course for engineering students and arranges for the qualified student to transfer for the last two years. Upon completion of this five-year program the student receives a bachelor's degree from Bethany College and from Columbia University.

Arrangements have been approved whereby Bethany students upon the completion of three years of satisfactory work in the College or ninety semester hours of work, exclusive of required physical education courses, with an approved distribution of courses, may transfer to approved university schools of nursing and physiatrics and upon the satisfactory completion of training may receive the Bachelor of Science Degree from Bethany College and the Diploma in Nursing from the School of Nursing. The student Nurse's Registry Certificate is to be filed with the Registrar before graduation is confirmed.

Education for Responsible Leadership

The college has provided a program in training for active citizenship through the generous support of the Maurice and Laura Falk Foundation of Pittsburgh. This program is intended to lift politics to the level of deliberate awareness throughout the student body, and to give training to a few select liberal arts and pre-professional students in the nature and art of politics at local, state and federal governmental levels in preparation for responsible citizenship irrespective of the vocations which these young people will enter.

This is accomplished through a series of summer internships in practical politics and administration which sends a selected group of students who have completed substantial training in the political sciences to the offices of party headquarters, legislators, various administrative offices and legislative reference bureaus for a period of six weeks during the summer. Most of these assignments are at the state and local levels.

The citizenship training program also embraces a series of planned visits to the campus by political individuals and groups for workshops and seminars and as guest lecturers in related classes. Political science field trips to the national capital and at least one state capital are scheduled each year as part of a study of the governmental process.

Overseas Study Programs

Under approved supervision and direction especially qualified students may secure credit for formal work completed in foreign colleges and universities. To be eligible for study abroad, the student ordinarily must have an average grade of "B" or higher for 3 semesters.

Study Year in Basel, Switzerland

This program is conducted by the Regional Council for International Education of which Bethany College is a member. Courses are conducted in the English language. European History, Literature, Fine Arts and Economics are stressed. Included is an intensive study of the German language.

Scandinavian Seminar

After an intensive study of a Scandinavian language in the native country, students enroll in a higher institution as fully matriculated students in that country.

India Exchange Program

Each year a Bethany student is selected to receive a Scholarship covering room, board, tuition and spending money at either St. Xavier's College or Elphinston College in Bombay. The student selected must pay his transportation costs (less than \$1,000) plus a nominal servicing cost to Bethany College. Bethany College also provides a scholarship for a student from India who is selected by the Lions Club of Versova (Bombay) India.

Semester in Copenhagen Program

Bethany College maintains a working relationship with the Washburn University Semester Program in Copenhagen, Denmark. The program, which is conducted in English by Danish instructors, provides for a selection of courses in European and Scandinavian History, Politics, Social Structure and the Arts. Two places are reserved on the program each year for Bethany students.

Junior Year Abroad

In addition the Department of Foreign Languages sponsors a Junior Year Abroad Program in which students concentrating in French or Spanish may take a full year of study as fully matriculated students at the University of Dijon or the University of Madrid.

Other Overseas Programs

There are many additional programs of this type in which Bethany students have participated. The Director of International Education Programs provides to interested students information concerning programs which have been examined and approved.

In addition to the above named programs, during the past year Bethany students have participated in the following:

- 1) Beaver College Semester at the City College of London (England)
- 2) Farleigh-Dickinson University Semester at Wroxton College (England)
- 3) Brandeis University Semester at Hiat Institute (Israel)
- 4) Michigan State University AMLEC Foreign Language Centers throughout Europe
- 5) Chapman College World Campus Afloat

Washington Semester

Arrangements have been made for one or two advanced students in history, political science, economics or sociology to pursue studies in these fields under the direction of the American University in Washington, D. C. A student participating in this plan will take six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the Adviser and have the approval of the Committee on Academic Review.

United Nations Semester

Bethany students who are interested in broadening their liberal arts study may participate in a program at the United Nations in New York City. One or two students may be chosen each year. Students participating in this program will take six hours of work in United Nations study. Half will be in a seminar course which meets regularly with people associated with the U.N. The other half will be a research project, on topics chosen by the students, using U.N. documents. Students will also be allowed to take six to nine hours of regular academic work at Drew University, Madison, New Jersey. Participants in the Program must be recommended by the Campus Coordinator for the U.N. Semester, the Faculty Adviser, and the Dean of the Faculty.

ACADEMIC REGULATIONS

As a general understanding, students in the freshman and sophomore years should enroll for courses contributing to their general education. Usually a student completes many of the specific course requirements for graduation in the first two years and becomes familiar with the different fields of knowledge. He should also discover, with the aid of his adviser, the area in which he possesses most interest and ability.

Requirements for Degrees

The Bachelor of Arts Degree will be conferred upon the student who completes the following:

- a. 124 semester hours of academic work;
- b. minimum of 100 hours of letter graded work;
- c. minimum cumulative average of "C";
- d. the Distribution Requirement;

- e. the Field of Concentration Requirement;
- f. the Comprehensive Examination in the major field;
- g. the Residence Requirement;
- h. satisfactory arrangements for the discharge of financial obligations to the College;
- i. attendance at the commencement exercises.

The degree of Bachelor of Science may be conferred upon a student who completes the Bachelor of Arts' requirements and who chooses to major in any one of the following departments: Biology, Chemistry, Mathematics, Physics, or Psychology.

Distribution of Courses

Candidates for graduation are required to complete certain courses which have been designated by the faculty as basic for general education. *Additional requirements may be set as needed to fulfill programs preparatory to entrance into a profession or into graduate school.*

The following specific requirements must be met by all candidates for the baccalaureate degree:

- Group I** English Composition 100 (1 semester course)
 Foreign Language (reading and communication)
 History 100 (1 semester course)
 Physical Education (4 semester courses)
 Religion 100 (1 semester course)

Work in this group will not satisfy graduation requirements in any other group.

- Group II** Biology } Area
 Psychology } A
 Chemistry } Area
 Physical Science } B
 Physics

One semester in each area and a minimum of two courses in one science, for a total of not less than 10 semester hours.

- Group III** Anthropology
 Economics
 Education (Ed., 201-202, 301)
 History
 Political Science
 Sociology

Minimum of three semester courses with some work in at least three of the above areas, for a total of 9 semester hours.

- Group IV** Literature } Area
 Philosophy } A
 Religion }
 Fine Arts } Area
 History of Art } B
 History of Music }
 History of Theatre }
 Art } Area
 Music } C
 Theatre }

A one semester course selected from Area A.

A one semester course selected from Area B.

Two additional semester courses selected from Area A, B, or C.

A total of 12 semester hours in this group is required.

These requirements may be also satisfied by obtaining a score of 3, 4, or 5 on a CEEB Advanced Placement Test in the subject or by an examination given under the direction of the department.

Not more than 8 hours may be in applied courses in any of the following Departments, nor more than 4 hours in any of the others, except that these limitations may be exceeded if the total in all Departments is not more than 12 or if each hour in excess of the maximum is matched by 2 hours of historical or theoretical courses in the same Department: Art, Communication, Education, Music, Physical Education (exclusive of required activity courses), or Theatre (Speech & Drama).

Field of Concentration

Each student should select a Field of Concentration during the first two years. If the determination of the Field is delayed beyond the fourth semester, extra academic courses may be necessary for graduation since some fields require a first year decision.

Each student will have the help and direction of a Senior Adviser (see page 45) in planning his course of study in his Field, but the following specific requirements must be followed:

- (a) In the major field at least 24 semester hours must be completed but not more than 42 semester hours will be counted toward degree requirements.
- (b) Grades earned in core subjects must meet a minimum scholarship index of 2.00.
- (c) At least 12 semester hours must be completed in an area related to the core subject.

The Senior Adviser will determine specific course requirements within the Field and must approve the related subjects.

The Field which a student elects determines specific requirements for the student, not only of work to be done in the Field selected, but courses to be completed in other departments. The general outline of the requirements for each Field is in the Curriculum section of this bulletin. Modifications may be made to meet the needs of the individual student.

Senior Comprehensive Examination

A comprehensive examination, both written and oral, is required of each candidate for a degree at Bethany College. This examination is given under the direction of the Adviser with the assistance of a faculty committee appointed by the Dean of the Faculty. Portions of the undergraduate Graduate Record Examination may constitute a part of the Comprehensive Examination.

Comprehensive examinations are given twice each academic year by most departments. The comprehensive examination period is preceded by a week-long reading period in which students are relieved of class attendance to prepare for the examination. Students who fail the examination are permitted to repeat it at the end of any subsequent year, provided they have paid the fee and their re-examination has been approved by the Adviser and the Committee on Academic Review. Further opportunity to take this examination *may* be given by special vote of the faculty.

A student desiring to take a comprehensive examination in a second Field of Concentration may do so provided the Advisers concerned and the Committee on Academic Review approve, and the student has paid the fee required for a special comprehensive examination. Only one reading period will be permitted to any student.

Residence

Four years are usually required to satisfy the course and residence requirements for the baccalaureate degree. Students of superior ability may complete the requirements in less time. As a rule, the senior year or the last two semesters before entering a professional school are to be spent in residence at the College (see Combination Courses, page 72). However, students who have had one full year of residence previous to their senior year, and who apply for and are approved by the Committee on Academic Review for off-campus study programs during their senior year, may be permitted to count that work toward graduation requirements.

REGISTRATION DATA

In the spring the College conducts its first semester registration, and in the winter it conducts the second semester registration (check college calendar for appropriate dates). Freshmen will register during the summer which precedes their entrance. Opportunity is provided at the beginning of each semester for necessary changes in student programs. These changes are made on formal petition of the student and are not encouraged. A charge is made for each day of delay.

Every student is to be registered for every course he attends. This applies to courses taken for credit or audit.

Student Schedules

A student ordinarily carries fifteen or sixteen credit hours of academic work each semester, but it is possible for a student to carry additional credit hours with the permission of his Adviser. No student will carry more than eighteen credit hours in any one semester unless on petition the excess is approved by the Dean of the Faculty within the first week of the semester.

An Application for Excess Hours must be completed in the Registrar's Office by the student before the start of that semester.

Course Change

During the first ten class days of each semester, a student with the approval of his Adviser may drop or add any course. No classes may be added after this time. It is possible for a student with proper approval to drop a course after the first ten class periods.

Independent Study

Each department in the college offers Independent Study for those students who have demonstrated a proficiency to work individually on some special area of interest not covered by course work. The field of study may be selected by the student, subject to the approval of the chairman of the department.

An Application for Independent Study must be completed in the Registrar's Office by the student before the start of that semester.

Summer School

Credit will be given for a limited amount of work done in the summer session of another approved college or university provided the courses taken are appropriate to the liberal arts curriculum and the grades earned are "C" or higher. Permission for summer study must be secured in advance from the Registrar.

Class Absences

Students are expected to attend all class and appropriate laboratory meetings of a course and to participate in all outside activities that are a part of the course.

It is the responsibility of individual instructors to record attendance and to evaluate its importance in determination of course grades. Accordingly, each instructor or department will prepare at the beginning of each semester a written statement explaining his attendance policy and his consideration of unexcused absences, make-up for excused absences, and related matters, which will be in force for the whole semester. The instructor files this statement in the library and with the Dean of the Faculty; and at the first class meeting, he distributes this statement of policy on attendance. The Dean of Students grants excused absences in the event of serious personal or family emergencies or authorized college events. The Dean of Students files these excused absences with the Registrar, who issues reports to the faculty. Names of students who are seriously jeopardizing their academic progress by class absence should be given to the Dean of Students who will initiate counseling with the student. Instructors may drop students with a "WF" if absences are continued after consultation.

Withdrawal

An honorable dismissal will be granted to any student in good standing and not subject to discipline who may desire to withdraw from the College if he has satisfied his Adviser and a responsible Officer of the College that there is a good reason to justify such action. Students asking to withdraw should present such a request to the Dean of Students in writing with a statement of approval from parent or guardian. The recommendation of the Dean of Students will next be presented to the Business Manager and then to the Registrar for final record. No withdrawal will be considered complete until this procedure has been carried out.

Final Examinations

All students are required to take the final examination in each course for which they are registered. Students who are taking the Senior Comprehensive Examination are excused from final examinations in all courses of the semester in which the comprehensive examination is taken.

Special Examinations

A student justifiably absent from a final examination or a test given in connection with the regular class work, with the consent of the instructor and approval of the Dean of the Faculty, may be permitted to take a special test without payment of fees. Fees for special examinations must be paid at the Business Office before the examinations are taken and the proper receipt must be presented to the instructor at the time of the examination.

Grading System

Letter grades given and their equivalents in quality points are:

A	4.00	C	2.00
A—	3.75	C—	1.75
B+	3.25	D+	1.25
B	3.00	D	1.00
B—	2.75	D—	.75
C+	2.25	F	.00

Students are required to take at least 100 hours of letter-graded work.

Grades mean: A, Excellent; B, Good; C, Satisfactory; D, Inferior; F, Failure.

Other report abbreviations and their meanings are:

- Cr.** Credit. No quality points.
- NCr.** No-Credit. No academic penalty.
- F.** Failure. No quality points; denotes work that is definitely unsatisfactory and the course not passed.
- Con.** Conditional. The student's work in the course is complete but somewhat deficient in quality. The instructor may permit this student to be re-examined; or, in case the course continues into the following semester, it may be removed if the student makes a grade of C or better. Regardless of the manner of removing the condition, no grade higher than D is allowed. Not more than one semester is granted for removal. Con. is an F until removed.
- Inc.** Incomplete. This abbreviation denotes work not completed as a result of sickness or some other justifiable reason. An incomplete mark must be removed by the end of the fourth week in the following semester, unless an extension of time is granted by the Dean of the Faculty. It is not possible for a student to remove an incomplete mark after twelve months.

W. Withdrawn.

WF. Withdrawn failing. No quality points; indicates a course dropped with permission after the fifth week of the semester with student failing at the time of withdrawal. A grade of WF has the same effect on the student's grade-point average as an F.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit/No-Credit basis.

A report of the scholastic standing of students is received at the Office of the Registrar at mid-semester in addition to the final semester reports. These reports are sent to the faculty Adviser and to parents or guardian of each student.

Classification of Students

The classification of students is determined according to the following plan: For sophomore rank a student must have at least twenty-five hours of academic credit and forty-three quality points. Admission to full junior standing is conditioned upon the student's having at least sixty hours of academic credit and one hundred and eight quality points; and he must have passed the Sophomore Comprehensive Examination. For senior class rank the student must have at least ninety-four hours of academic credit and one hundred and eighty-eight quality points.

No student is considered as a candidate for the baccalaureate degree until he has been granted senior classification, until he has filed an Application to take the Senior Comprehensive Examination in the Field of Concentration, and until he has filed an Application for a Degree.

Probation

The term "on probation" is applied to students who are allowed to continue in college after having failed to meet the standards expected by the faculty and administration. Students may be placed on probation for any or a combination of the following causes.

a) Unsatisfactory scholastic record during the semester or preceding semesters.

The following academic bases will be used to determine "probation" each semester:

Freshmen must achieve at least 1.7, Sophomores 1.8, and Juniors and Seniors 2.0.

- b) Unsatisfactory class attendance during the semester or preceding semester.
- c) Unsatisfactory conduct at any time.

"Probation" is intended to be a serious warning to the student and to the parents or guardians that the student's record is unsatisfactory and that unless significant improvement is made the student will be asked to withdraw from the college. At the end of a semester on probation the student's total record is reviewed, and his continued enrollment will depend upon the current trend of academic performance, total progress towards graduation in relation to aptitudes, contributions to campus life, and factors relating to personal adjustment. The Committee on Academic Review may dismiss any student if, in its judgment, the student is not likely to meet the requirements for graduation in the usual period of four years. An extension of the four-year period shall be granted only when there are extenuating circumstances.

Students on probation may be declared ineligible for participation in athletic or other student activities. While on probation a student is not eligible to receive any grant from college scholarship or loan funds. A student on probation may not have or operate an automobile.

Transcript of Records

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university stipulated by the student. One transcript is furnished for each student without charge; for each additional transcript a fee of \$1.50 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.50, while the others cost \$0.75 each. This fee must accompany the request. All financial obligations to the college must be paid before a transcript can be issued.

Changes in Regulations

The College reserves the right to amend the regulations covering the granting of degrees, the courses of study and the conduct of students. *Membership in Bethany College and the receiving of its degrees are privileges, not rights.*

The College reserves the right, and the student concedes to the College the right, to require the withdrawal of any student at any time.

Invalidation of Credits

Courses completed either in Bethany College or elsewhere, more than ten calendar years before the date of proposed graduation, will not be accepted for credit toward graduation. All candidates are expected to comply with the requirements for degree in effect at the time of acceptance of the application for degree. With the approval of the Committee on Academic Review and the payment of the required fee the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to re-instate academic credit that may have been declared not valid because of date.

Courses of Instruction



Courses marked with an asterisk * are offered in alternate years.

ART

AIMS

To present to the student a variety of studio problems to develop his artistic potential; to offer a comprehensive survey of the historic development of the visual arts; and to provide a center which possesses an atmosphere that encourages the student to acquire standards of evaluation and practice in the appreciation and application of the plastic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

To concentrate in the field a minimum of 24 semester hours of credit are required. At least one third of the total number of hours in the field must be art history courses and at least one third must be studio courses. Two semesters of Senior Seminar are required. Courses counted in the field must number 241 or above.

Bethany College Art Department reserves the right to retain as many as three works by each student from each class. These works will be added to a Collection of Student Art and will be used to enhance the campus.

Art 211 Seminar in Art History

A seminar course dealing with specific aspects of the history of art for individual investigation and with the methods of research. Topics for study will be chosen by the student with the approval of the instructor. The course involves specialized and selected readings in the field and individual and group discussions. Prerequisite: 3 or more semester hours of art history. (Offered in 1969-70). *3 Hours*

Art 241 Introduction to Two-Dimensional Design

Basic course work in the theories and practice of two-dimensional design. This gives the student a fundamental view of past and present visual expression. Media include charcoal, pencil, tempera paint, ink, brush, construction paper, and others. Open to all students. 1 hr. lecture; 5 hrs. studio work. *3 Hours*

Art 242 Introduction to Three-Dimensional Design

Creative expression in, and theories of, three-dimensional design. Attempts through work with solid forms and volumes to establish a basis for evaluation of sculpture and three-dimensional design both past and present. Open to all students. 1 hr. lecture; 5 hrs. studio work. Prerequisite: Art 241 or permission of the Chairman of the Department. *3 Hours*

Art 301 Ceramics I

Basic techniques of designing, building and glazing ceramics. Individual projects carried on according to the student's ability. Prerequisite: Art 242 or permission of the Chairman of the Department. *3 Hours*

Art 302 Drawing I

Concentrated activity in academic drawing using a variety of drawing media. Primary emphasis will be placed on the still life, landscape and the human form. Prerequisite: Art 241 or permission of the Chairman of the Department. *3 Hours*

Art 303 Painting I

Basic techniques using still life, landscape, and the human form as subject matter. Prerequisite: Art 241 and 302 or permission of the Chairman of the Department. *3 Hours*

Art 304 Sculpture I

Creative expression in three-dimensional forms. Students will work with materials that are readily available and easily handled, such as wood, wire, plaster and clay. Prerequisite: Art 242 or permission of the Chairman of the Department. *3 Hours*

Art 305 Graphics

An introduction to printmaking processes emphasizing creative expression through such media as the block print and the serigraph. Prerequisite: Art 241 and 302 or permission of the Chairman of the Department. *3 Hours*

Art 306 Watercolor Painting

Basic techniques using still life and landscape as subject matter. Prerequisite: Art 241 and 302 or permission of the Chairman of the Department. *3 Hours*

***Art 355 Ancient and Medieval Art**

A survey of artistic activity from the Paleolithic Age of 1400. Emphasis will be placed on the contributions of the near eastern cultures, Classic Greece, and Republican Rome as well as Early Christian, Romanesque and Gothic styles. An outline of the scope of each area will be presented along with a specialized concern for at least one aspect of artistic development in each cultural area. Offered in 1970-71. *3 Hours*

***Art 336 Western Art of the 14th-17th Century**

The development of art in the North and South of Europe covering specific aspects of the art of the Renaissance, Mannerism and Baroque. *3 Hours*

***Art 337 Western Art of the 18th-20th Century**

The presentation of artistic endeavor from the beginning of Neo-Classicism to the present day in Europe, America and related countries. Emphasis will be placed on Impressionism, Post-Impressionism, Cubism and later developments. *3 Hours*

***Art 340 American Art**

A survey of the development of the arts in America from colonial times to the present with emphasis upon the evolution of style in architecture, sculpture and painting. Offered in 1970-71. *3 Hours*

Art 342 Elementary Teachers Workshop

A workshop dealing with materials and projects for children of elementary grade age levels. *2 Hours*

Art 401 Ceramics II

Advanced problems in ceramics with emphasis given to personal exploration and experimentation with glaze formulae and firing as well as the development of a personal idiom. Prerequisite: Art 301. *3 Hours*

Art 402 Drawing II

Advanced problems in freehand drawing. Emphasis will be given to exploration and experimentation with a variety of drawing media, the study of master drawings and the development of personal style in drawing. Prerequisite: Art 302. *3 Hours*

Art 403 Painting II

Advanced problems in the varied painting media (watercolor, oil, tempera and polymer and acrylic). Students must show proficiency in drawing various subjects such as the human form, landscape and still-life. Prerequisites: Art 303 or Art 306 and Art 302. *3 Hours*

Art 404 Sculpture II

Advanced problems in three-dimensional design. Emphasis will be given to personal exploration and experimentation with the varied sculptural media. Prerequisites: Art 242 and Art 304. *3 Hours*

Art 477-478 Senior Seminar

Required of all students concentrating in the field. A survey of Art for review and interpretation of the particular problems of this field. *1 Hour*

Art 480 Methods and Materials of Teaching Art

Methods, materials and techniques pertinent to the teaching of Art in the high school. *3 Hours*

Art 481-484 Art Practicum

An art theory course emphasizing the function and use of museums, collections and temporary exhibitions. The group will make one or more field trips per semester. Expenses must be met by students participating. Prerequisite: One Art History course or permission of the instructor. Preference will be given to Art majors. *1 to 4 Hours*

Art 487-488 Independent Study

1 to 3 Hours

Art 491-492 Honors Course

Designed for seniors of superior ability and achievement who are concentrating in Art. *1 to 3 Hours*

ASTRONOMY

Astronomy 102

A course in descriptive astronomy. This non-technical course in beginning astronomy includes such topics as the solar system, satellites, eclipses, constellations, the galactic system, and exterior systems. *3 Hours*

BIOLOGY

AIMS

To acquaint the student with the living world around him and the fundamental dynamic life processes; to demonstrate scientific methods of approach to problem solutions; to cultivate an attitude of inquiry and research; to develop laboratory skill in various types of work in zoology and botany; and to train students as teachers of biology and for certain professional work related to this field.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN BIOLOGY

A minimum of twenty-eight semester hours in the Department of Biology, and a minimum of twelve semester hours in chemistry, at least six of which are organic chemistry. Six hours of physics is highly recommended. German or French should be elected to meet the graduation requirement for foreign languages.

Students who plan to teach or become professional biologists should elect the following sequence of courses: Biology 103-104, 201, 228, 303, 326, 338, 343, 365, 367, 399, 400, 425, 442, 477, and 478.

Students preparing for work in medicine, dentistry, nursing or as laboratory technicians should elect the following sequence of courses: Biology 103-104, 201, 303, 343, 367, 399, 440, 442, 477, and 478.

The sequence of courses is subject to approval of the Department Chairman.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN PRE-MEDICAL TRAINING

A minimum of twenty hours in the Department of Chemistry which must include Chemistry 101-102, 301-302; sixteen hours of biology, which must include Biology 103-104, 201 and 303, and eight hours of physics.

Sequence of courses subject to approval of the Senior Adviser.

Biol. 103 Animal Biology

An examination of the phylogenetic sequence in the animal kingdom. Emphasis is placed on the fundamental structures of animals, including man, their functions and an introduction to genetics. *4 Hours*

Biol. 104 Plant Biology

An examination of the plant kingdom with special emphasis on ecology, and the biochemistry and physiology of the cell. *4 Hours*

***Biol. 155 Introduction to Applied Microbiology**

An introduction to the study of micro-organisms and their relation to medicine, surgery, and public health. Discussion and laboratory work. Not open to Biology majors. Offered in 1970-71. *2 Hours*

***Biol. 167 Introduction to Mammalian Anatomy and Physiology**

Mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body. Laboratory study of the anatomy of the cat, and human physiology. Discussions, demonstrations, and individual laboratory work. Not open to Biology majors. *3 Hours*

Biol. 201 Comparative Vertebrate Anatomy

Comparative anatomy of the representative forms of vertebrates; laboratory study of the comparative anatomy of the shark, other lower vertebrates, and cat. Prerequisite: Biology 103. Recommended for all pre-medical students. *4 Hours*

***Biol. 228 Field Botany**

The identification of plants from the field using keys. Morphology and botanical terms will be covered to the extent that the keys can be used successfully. Prerequisite: Biology 104 or a course in biology at secondary school level. Offered in 1970-71. *3 Hours*

Biol. 303 General Genetics

A synthesis of basic principles and modern molecular theory. Facility with simple mathematics is highly desirable. Prerequisite: Biology 103 or by permission of instructor. *3 Hours*

Biol. 326 Ecology

A study of the general principles of bioecology of plants and animals. Considerable time will be spent in one field. Special emphasis will be placed on field study of several communities. *3 Hours*

***Biol. 338 Advanced Botany**

The morphology of the vascular plants together with a study of the fundamental life processes of plants; growth, irritability, nutrition, metabolism, and hormonal control. Prerequisite: Biology 104. Offered in 1970-71. *3 Hours*

Biol. 343 Bacteriology

Morphology and physiology of fungi and bacteria; principles of laboratory technique; cultural characteristics and environment influences on bacterial growth. *3 Hours*

***Biol. 365 Invertebrate Zoology**

The invertebrate animals including phylogeny and morphology. A laboratory study of representative forms of invertebrates will be made.

3 Hours

***Biol. 367 Anatomy and Physiology of the Cells**

An introduction to the structural organization and the important aspects of cell physiology in the light of modern biochemistry and biophysics.

3 Hours

Biol. 399-400 Junior Seminar in Biology

An introduction to the fields of Biology and to biological literature and research. A required course for those students of junior standing whose Field is Biology. To be taken both semesters in the junior year.

1 Hour

Biol. 402 Marine Biology

Credit may be given for summer courses taken at the Marine Biological Station at Woods Hole, Massachusetts, or at any other station of similar rank.

4 to 6 Hours

***Biol. 425 Animal Physiology**

Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states. Prerequisites: Biology 103 and 201 or by permission of the instructor. Offered in 1970-71.

3 Hours

***Biol. 440 Histology**

Structure of the cell and its modification into various tissues with special attention to the theory and practice of general histological techniques. Prerequisites: Biology 103-104 and 201 or by permission of the instructor.

3 Hours

Biol. 442 Vertebrate Embryology

Development of the tissues and organs in vertebrates; embryos of chick and pig studied in the laboratory. Prerequisites: Biology 103 and 201 or by permission of instructor.

3 Hours

Biol. 477-478 Senior Seminar in Biology

Current literature relating to investigations in various fields of biology. Prerequisites: Twenty-two credit hours in biology. Open only to students of senior standing. Required for Field in Biology. To be taken both semesters of the senior year.

1 Hour

***Biol. 480 Methods and Materials in Teaching Biology**

The aims and methods of teaching biology in the secondary schools. Special attention will be given to teaching general laboratory procedures and techniques of teaching. Prerequisite: Sixteen hours in the department. *3 Hours*

Biol. 487-488 Independent Study

1 to 3 Hours

CHEMISTRY

AIMS

To contribute to the student's general culture, his understanding of the nature of the physical world and his understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical and graduate work.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of thirty-six semester hours in this department including Chemistry 101, 102, 210, 301, 302, 439, 440, 454, 477, 478 and three additional hours; Mathematics 201, 202, also 203 or 350; Physics 101-102. German or French should be elected to meet the graduation requirement for foreign language. The sequence of courses is subject to the approval of the Department Chairman.

A course of study designed to conform to the American Chemical Society standards is required for those students who plan to become professional chemists or plan to enter graduate work in chemistry. Under this plan, in addition to the chemistry, mathematics and physics requirements listed above for a field of concentration in chemistry, ten additional hours of upper division courses in chemistry and two years of German must be elected. Both Math. 203 and Math. 350 must be elected and additional courses in mathematics are strongly recommended. In addition to the German, a year of French is strongly recommended for those students planning to do graduate work. Among the electives, at least 18 semester hours, exclusive of English and modern language requirements, are required in the humanities.

The entering freshman who is interested in chemistry should be sure to select Chemistry 101 and mathematics at the appropriate level. Programs for subsequent semesters must be decided in conference with the faculty adviser for chemistry.

Chem. 101 General Chemistry and Inorganic Qualitative Analysis

A study of theoretical and descriptive inorganic chemistry. The laboratory work is primarily a study of the principles and practice of a systematic qualitative scheme of analysis for the cations and anions.

Prerequisites: 2 units of mathematics or concurrently with Math 103.

Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 102 A. General Chemistry

A continuation of the lecture portion of Chemistry 101. Three lectures per week. *3 Hours*

Chem. 102 B. General Chemistry Laboratory

Work in selected experiments in basic chemical principles and quantitative procedures to accompany Chem. 102 A. This laboratory course may be omitted only if Chem. 210 is taken concurrently with Chem. 102 A. Three hours of laboratory per week. *1 Hour*

Chem. 210 Quantitative Analysis

An introductory course involving the theory and practice of volumetric and gravimetric procedures and some instrumental techniques.

Prerequisite: Chem. 101-102; Chem. 102 may be taken concurrently.

Two lectures and six hours of laboratory per week. *4 Hours*

Chem. 301-302 Organic Chemistry

An introductory course in the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. The laboratory work consists largely of organic preparations. Prerequisites: Chem. 101-102. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 439-440 Physical Chemistry

A study of theoretical chemistry including the following topics, gaseous state, atomic and molecular forces, crystalline state, physical properties and molecular structure, thermochemistry, thermodynamics, chemical equilibria, phase diagrams, chemical kinetics, conductance, electromotive force, ionic equilibria. Prerequisites: Chem. 301-302; Physics 101-102 and Mathematics 203 or 350 or by permission of the instructor. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 442 Advanced Organic Preparations

Organic syntheses, individually assigned, of an advanced nature. Prerequisite: Chemistry 301-302. Three hours or six hours or laboratory per week. *1 or 2 Hours*

Chem. 450 Advanced Inorganic Chemistry

The chemistry of certain elements and their compounds is studied and interpreted on the basis of modern theories of atomic and molecular structure. Prerequisite: Chem. 439. Three hours of lecture per week.

3 Hours

Chem. 454 Analytical Chemistry

The theory and practice of analytical chemistry with emphasis on instrumental methods of analysis. Prerequisites: Chem. 210, Chem. 439-440. Chem. 440 may be taken concurrently. Two lectures and six hours of laboratory per week.

4 Hours

Chem. 460 Advanced Organic Chemistry

The study of selected advanced topics in organic chemistry including reaction mechanisms. Students electing this course will generally also take 1 or 2 hours of Chem. 442. Prerequisite: Chem. 301-302. Two hours of lecture per week.

2 Hours

Chem. 462 Physical Organic Chemistry

The study of the theories and techniques relating structure and properties of organic compounds. Laboratory will be introduced as appropriate and will stress the use of instrumentation. Prerequisites: Chem. 301-302 and Chem. 439-440. Three hours of lecture, or two hours of lecture and 3 hours of laboratory per week.

3 Hours

Chem. 473-474 Advanced Physical Chemistry

A continuation of the basic course in Physical Chemistry with more emphasis on topics selected from the following: kinetics, quantum theory, spectroscopy, statistical mechanics, crystal structure, nuclear radiation. Prerequisite: Chem. 439-440. Two hours of lecture per week.

2 Hours

Chem. 477-478 Seminar in Chemistry

A survey of the fields of general, analytical, organic and physical chemistry and an investigation of the current literature relating to research in these areas. Required of all students with a Field of Concentration in Chemistry.

1 Hour

Chem. 480 Methods and Materials in Teaching Chemistry

The aims and methods of teaching chemistry in the secondary schools. Special attention given to laboratory procedure and techniques. Prerequisite: Sixteen hours of chemistry and junior or senior rank. Offered on demand.

2 or 3 Hours

Chem. 487-488 Independent Study in Chemistry

1 to 3 Hours

Chem. 491-492 Honors Course

Advanced theoretical and experimental work in chemistry; an introduction to research. Enrollment is limited to seniors of superior ability and achievement. Permission of the Chairman of the Department is required. *1 to 3 Hours*

COMMUNICATIONS**AIMS**

The purposes are to help students integrate oral and written forms of communication in an inter-disciplinary approach and to enable them to develop an understanding and a philosophy of communication in a liberal education setting. Courses are designed to provide preparation for students desiring to do radio, television, newspaper or magazine work, free lance or professional writing, public relations counseling, advertising work, direction of high school or college publications, or teaching.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Twelve hours in English beyond Eng. 100; twenty-four hours in communications, including a sequence of 101, 201, 203, 206, 375, three hours of Philosophy 301, and three hours of Mathematics 381.

Comm. 101 Introduction to Mass Communications

History and function of communications. Role of mass media in modern society. *3 Hours*

Comm. 201 Reporting

Techniques and values of news reporting and news writing; writing of varied news stories; includes straight and interpretative news reporting. *3 Hours*

Comm. 202 Copy Editing and Layout

Principles and practice of preparing copy for publication; includes typography, layout and design of newspapers. *3 Hours*

Comm. 203 Public Speaking

Relationship of thought and oral communication with emphasis on performance; principles and models will be studied; speeches to inform and persuade will be delivered and criticized. Debate. *3 Hours*

Comm. 206 Features

Writing human interest articles for magazines, newspapers, professional and trade journals. *3 Hours*

Comm. 301 Principles of Advertising

Study of principles, media, markets and merchandising; includes creative processes involving copy writing and layout. *4 Hours*

Comm. 302 Principles of Public Relations

The function of public relations in modern society, and the principles underlying its successful application; includes case studies of institutional programs. *4 Hours*

Comm. 325 Speech Correction

A study of the normal development of speech in children and of the common speech defects found at various grade levels. Methods of correcting defects in the classroom and ways in which the teacher and therapist can cooperate will be studied. *3 Hours*

Comm. 335 School Publications

Editorial and typographical problems of yearbooks, newspapers, handbooks, magazines, and other material. Laboratory work will include reportorial and editing work on one of the Bethany student publications. Prerequisites: Comm. 201, 202. *2 Hours*

Comm. 375 Introduction to Radio and Television

History and social significance of the electronic media in American culture; includes laboratory experience on college electronic media facilities. Prerequisite: Comm. 203. *3 Hours*

Comm. 401 History of Journalism

History of the newspapers, magazines, radio, television. *3 Hours*

Comm. 402 Public Opinion

Nature, significance and principles of public opinion; relationships of culture and media to public opinion. Prerequisite: Mathematics 381. *3 Hours*

Comm. 435 Internship in Mass Communications

First hand experience and knowledge in mass media, advertising, or public relations. Prerequisites: Comm. 201 and 202 for all assignments; also 375 for electronic media and 301 and 302 for advertising or public relations assignments. *2 Hours*

Comm. 477 Seminar in Communications

Research, discussion and criticism designed to correlate the work done in other courses. *1 Hour*

Comm. 487 Independent Study

Subjects include Methods and Materials of Teaching Communications, Photo-Journalism, Foreign Press, and specialized reporting. *1 to 3 Hours*

ECONOMICS**AIMS**

The courses are intended to provide students with background for better understanding of current economic and social problems, and thus prepare them for intelligent citizenship; to train students for effective work in business, industry, or government; and to lay a solid foundation for graduate study.

REQUIREMENTS FOR FIELD OF CONCENTRATION*Requirements within the department:*

The Department of Economics requires a minimum of 27 hours in economics composed of the following core courses taken in the indicated sequence.

Freshman-Sophomore Years

Economics 200 Principles (4 hrs.)
Economics 265 Accounting (4 hrs.)

Junior Year

Economics 301 Microeconomics (4 hrs.)
Economics 302 Macroeconomics (4 hrs.)

Senior Year

Economics 401 Money and Banking (4 hrs.)
Economics 477 Senior Seminar (2 hrs.)
Economics 478 Senior Seminar (2 hrs.)

Requirements outside the department:

All majors are required to complete Statistics 381 and Calculus 201 by the beginning of their Junior Year.

Additional information:

The Junior Seminar is left to the creative ability of students and faculty, exploring current topics of mutual interest both in the field of economics and business. The purpose of the seminar is to challenge students to develop creative programs using the tools and skills of their major field of concentration.

Senior Seminar reviews research techniques and explores advanced economic problems for the purpose of supplementing and correlating the various areas of economics and business. This will be accomplished through discussions, special lectures, field trips, and will conclude with each student presenting a senior paper to an open forum.

Students who desire to pursue graduate work in economics should elect to take Economics 333, 334, and 441. Those who desire to pursue graduate work in business should elect to take Economics 320, 321, 324, and 365.

Econ. 151 Consumer Economics

The study of budgeting, installment buying, borrowing, savings, insurance, home purchasing, investments, and estate planning. This course cannot be used to satisfy hours for a major in the Department of Economics.

*3 Hours***Econ. 200 Principles of Economics**

(Formerly Economics 201-202) An introduction to the inevitable problems which are associated with scarcity. Alternative methods of settling economic questions are discussed, with special emphasis placed on the functioning of the market system. Pricing, output determination, monopoly power, wage controls and price fixing are all discussed in relation to contemporary issues. The student is also introduced to problems of money and banking, growth, the labor movement, and business operations. Students will read broadly from non-technical literature as well as use conventional text materials. This course is a prerequisite for all other economic courses with the exception of Economics 151.

*4 Hours***Econ. 204 Contemporary Economic Issues**

An intensive study of selected contemporary economic problems which require the student to use some of the analytical tools developed in Economics 200. Topics such as Appalachian poverty, water pollution, agriculture, urban renewal, regional economic development or economics of education could be studied. This course will attempt to utilize the "social laboratory" which surrounds the campus. Prerequisite: Economics 200.

*3 Hours***Econ. 265 Principles of Accounting**

An introduction to national income accounting as well as basic accounting and business concepts; principles of recording business transactions; cash records and control; periodic adjustments of transaction

data; financial statement presentation; payroll accounting; accounting and reporting principles of partnerships, corporations, branches, and departments. *4 Hours*

Econ. 266 Principles of Accounting

Basic cost accounting principles including job cost and process cost systems; interpretation of financial statements; control of manufacturing costs through budgeting; flow of funds; tax considerations in business decisions, etc. *3 Hours*

Econ. 301-302 Intermediate Economic Theory

An advanced survey of the elements of economic theory primarily for students concentrating in Economics. First semester: resource allocation, price determination, output determination, and income distribution under various market conditions. Second semester: a study of national income and employment determination, inflation, growth and economic stability, interwoven with mathematical analysis and model building.

These courses are designed to introduce the student to the techniques of differential and integral calculus, linear equations, matrix algebra, and statistics as applied to the above analysis. Prerequisites: Economics 200, Statistics 381, and Calculus 201. *4 Hours Each*

Econ. 320 Principles of Marketing

The marketing function of the manufacturer, wholesaler, jobber, retailer, mail-order house, chain store and other marketing institutions; cost of distribution; problems of marketing management and planning; modern trends in marketing will all be discussed. *3 Hours*

Econ. 321 Managerial Economics

(Formerly Economics 432) The study of the sources, types, and uses of economic information and the application of economic theory to the problem of business decision making. Emphasis is placed on profit objectives, the measurement and forecasting of demand and costs, and capital budgeting. Prerequisite: Economics 200. *3 Hours*

Econ. 324 Business Finance

(Formerly Economics 325) The study of basic business organizations and the planning of financial requirements. An intensive look at cash flow analysis, budgeting and internal controls, outside fund raising and expansion, financial strains and reorganization, and the money markets. Prerequisites: Economics 200, 265. *3 Hours*

Econ. 333 Labor

(Formerly Economics 431) A general course in labor economics with an emphasis on trade unionism; history and objectives of organized labor; employment and wage theory; managerial labor policies; collective bargaining; and current social, economic, and political aspects of labor management relations. Prerequisite: Economics 200. *3 Hours*

Econ. 334 International Trade

(Formerly Economics 331) The principles of international trade and finance and their application to the modern world; the theory of comparative advantage; exchange rates, monetary standards, tariffs, quotas, and commercial policy; capital movements; aid to less developed countries. Prerequisite: Economics 200. *3 Hours*

Econ. 365 Data Processing

A study of principles and essential characteristics of modern computers with illustrations employing several of today's models; features of computer languages, system analysis, flow charts with basic programming techniques, problem solving, and testing. *3 Hours*

Econ. 378 Junior Seminar

Seminar topics will vary from year to year depending on the interest of students and instructors. Intensive studies of such topics as business and government, cities and redevelopment, pollution, and investment markets will be announced. A seminar will be offered each term. Prerequisite: Economics 200, 265. *3 Hours*

Econ. 401 Money, Banking, and Fiscal Policy

(Formerly Economics 329) A study of the various money markets; the operation of commercial banks, Federal Reserve System, and the Treasury Department including an analysis of tax revenues, expenditures and debt financing. Prerequisites: Economics 200, 265. *4 Hours*

Econ. 441 History of Economic Thought

Outstanding writers and their ideas are studied in relation to the conditions that led to important changes and developments in economic thinking. *3 Hours*

Econ. 444 Comparative Economic Systems

The theoretical systems of capitalism and Marxian and non-Marxian socialism; actual economic systems exemplifying these theoretical modes, studied in terms of their historical evolution. *3 Hours*

Econ. 477-478 Senior Seminar

Senior seminar reviews research techniques and explores advanced economic problems for the purpose of supplementing and correlating the various areas of economics and business. Students will select a seminar topic during the fall semester and a "public performance" of the senior paper will be given sometime during the spring semester. Occasionally special lectures and field trips will be offered. Open only to seniors in economics. *2 Hours Each*

Econ. 487-488 Independent Study in Economics

Only by approval of instructor and the Chairman of the Economics Department. *1 to 3 Hours*

EDUCATION

AIMS

To provide, in conjunction with other academic departments, balanced programs of preparation for elementary and secondary teaching based on a thorough background in the Liberal Arts; to promote maximum utilization of College and public school resources for students' personal and professional development; to emphasize sound principles of effective teaching based on research in human development and learning; to prepare prospective teachers to utilize newly developed curricula, methods, and materials being adopted by progressive schools; to stimulate thinking about problems in education; to prepare students to continue their study in graduate school if they so desire.

Requirements for Teacher Education

A student preparing for elementary or secondary school teaching must plan to complete: (1) the distribution requirements described on page 76, (2) a selection of courses providing appropriate subject matter background for his teaching, and (3) a program of professional education courses and experiences designed to give a broad understanding of concepts and skills in teaching.

All states have teacher certification requirements affecting some or all of the above areas. Each student must plan to meet the certification requirements of at least one state. Those preparing to teach in West Virginia will follow special state-approved programs which require a full four years of planned work, so it is especially important to begin such planning early in the freshman year. In any case it is the student's responsibility to seek appropriate counseling and become familiar with all of the above requirements which apply to him.

The Department recognizes abilities which a student may have already established in a given subject matter area through previous training and experience and assists him in planning his program accordingly. Waivers or advanced standing granted by the College are noted on official transcripts so that courses from which a student is exempted may be applied toward certification requirements.

Leadership of children and youth groups, e.g., summer camp, scouts, church school, playground supervision, etc., are strongly recommended for students planning to teach.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN ELEMENTARY EDUCATION

Professional education courses are usually taken in the following sequence: Sophomore year—Ed. 201, 202, 242; Junior year—Ed. 341, 345, 376; Senior year—Ed. 443, 346, 301 and Psych. 333 (Psych. 101 is prerequisite for 333). The senior year courses, including student

teaching, are taken the first semester and comprise a fifteen semester hour professional block in elementary education.

Additional courses in Education and other departments will be included to provide competency in special areas of elementary teaching and to meet individual needs and interests. At least 12 hours are required in a related area of subject specialization to qualify teachers for departmental or team teaching. This background will also enable graduates to pursue an academic area in a graduate program, which is now required for permanent certification in a number of states.

Course selection and sequences are subject to approval by the Department.

SECONDARY EDUCATION

Bethany College prepares junior and senior high school teachers in the fields of art, biology, chemistry, physics, general science, psychology, sociology, English, foreign languages, health and physical education, journalism, mathematics, and social studies. Combinations of fields are often advisable from the standpoint of employability.

A Field is not offered in secondary education as such. Students preparing to teach in secondary schools elect one or two academic fields representing their choice of teaching fields and an *area* in secondary education.

Required professional education courses are usually taken in the following sequence: Sophomore year—Ed. 201 (required for West Virginia and some other states), Ed. 202. Junior year—Ed. 378,480 (methods and materials in teaching a particular subject field). Senior year—Ed. 475, 301, 328, and Psych. 333 (required if Ed. 201 is not taken; Psych. 101 is prerequisite). The senior year courses are taken the first semester and comprise a fifteen semester hour professional block in secondary education. Additional education courses may be included to meet certification requirements or individual needs and interests. The student may declare education as his related field in meeting the College graduation requirements.

The student will be assigned to a faculty adviser in the department of his choice. He should be sure his adviser knows he is preparing to teach, so that the latter can recommend appropriate courses and refer him to others for advice when necessary. Programs designed for regular departmental majors may need substantial modification for prospective teachers. Certification requirements for West Virginia, and for social studies and other combination teaching fields in other states, are very complex.

Course selections and sequences in the secondary education area, including the 480 methods and materials course, are subject to approval by the Department of Education. The student's total preparation must be approved by this Department and the Chairman of his Field.

Admission to Teacher Education

During Freshman Week there will be a special session for those interested in preparing to teach. Questionnaires will be distributed on which students may indicate their choice of programs, i.e., elementary or secondary, and subject specializations. Students' Advisers will be notified so they can be prepared to assist in selecting appropriate courses.

Freshmen starting their programs are urged to consult a member of the Education Department as soon as possible for counseling with respect to prospects for employment in the various teaching fields, state certification requirements, etc.

During the second semester of the sophomore year, and after the student has enrolled in at least one education course, written application for admission to the elementary or secondary teacher education program should be submitted to the Department of Education on forms obtained from the Department. The due date will be announced.

Applications are appraised by the Teacher Education Review Committee with respect to academic achievement, emotional and physical fitness, personality traits, and other factors the Committee considers essential to a teaching career. The Committee may: (1) recommend full or conditional approval; (2) suggest programs to overcome certain deficiencies, or, in some cases, (3) recommend that the student not prepare for teaching.

A "C" average must be attained in all professional education courses attempted through the sophomore year for admission to subsequent professional education courses. All Committee recommendations for approval are on this condition.

The Committee may review a student's qualifications at any time and issue appropriate recommendations. The general qualifications of all students are reviewed at the time they apply for student teaching.

JANUARY EXPERIENCE

A period of observation and participation in a school is to be planned in cooperation with the Education Department staff preceding student teaching, normally during the January Term of the student's junior year. January Experience (Ed. 350) or its equivalent is a prerequisite to student teaching.

Professional Block

Each student pursuing a curriculum in teacher education will take a designated group of professional courses, including student teaching, during the *first* semester of the senior year. This is designated as the PROFESSIONAL BLOCK. Requirements for admission to the Block are as follows:

Prerequisites—Students should have satisfied all prerequisites to Education 443 or 475 that precede the professional block program. Prerequisites cannot be deferred until after student teaching or taken at another institution without *written* permission of the Department of Education.

Elementary Education—A student must have a general “C” average in all academic work, and a “C” average in professional (Education) courses taken prior to the time he is admitted to the Block.

Secondary Education—A student must have a general “C” average in all academic work, a “C” average in his teaching field(s), and a “C” average in professional education courses, including special methods courses, taken prior to the Block.

Application for Student Teaching—Students are required to make application for student teaching during the second semester of the junior year, on forms provided by the Education Department. This application requests the recommendation of the student’s Senior Adviser and requires the approval of the Chairman of the Department of Education. Applications will not be approved for students not previously admitted to teacher education, as explained above.

Students will not be permitted to schedule courses in conflict with the Block during the semester they are enrolled in it, or carry extra-curricular activities which will interfere with the requirements imposed by the Block. Any exception to the above must be approved by the Chairmen of the Departments concerned and by the Dean of the Faculty. Students should *not* register for more than 16 hours of academic work, including student teaching, during the semester in which they are enrolled in the Block.

Student teachers may be required to live in the community to which they are assigned. Additional expense for off-campus living, transportation, and meals might total about \$150—partly offset by some reimbursement of board fees by the college.

Certification

Near the end of his senior year, each student should initiate application procedures for certification in the state where he expects to teach.

All applications require the Education Department Chairman’s recommendation. To be recommended, a student must meet—in addition to certification requirements of the state for which he is applying—the following qualifications: (1) successful student teaching experience; (2) completion of the National Teacher Examinations during his senior year, as arranged by the Education Department; (3) completion of an approved teacher education program; (4) eligi-

bility for graduation; and (5) evidence of personal traits and character conducive to success as a teacher.

Ed. 201-202 Human Development and Learning

Individual and group development from infancy through adolescence. The types of school programs which best meet the needs and interests of young people as they relate to cognitive principles are considered. Observation and first hand contacts with children are provided. 201—infancy to adolescence; 202—adolescence to young adult. Freshmen admitted only with instructor's consent. *3 Hours*

Ed. 242 Principles and Curriculum of Elementary Education

Teaching and learning principles which affect planning for the development and education of the child through the first six grades, with an overview of curriculum as it affects the various levels in the elementary program. Planning with children and parents, teaching in the classroom and the community, organizing appropriate activities and materials, and reporting the child's progress to parents. *3 Hours*

Ed. 301 History and Philosophy of Education

Development of modern education in social, historical, and philosophical context, emphasizing ideas which have had the greatest impact on present day theory and practice and current philosophical issues in American education. *3 Hours*

Ed. 328 Principles and Techniques of Secondary Education

The aims, functions, and curriculum organization of the secondary schools; basic methods, materials and techniques, including evaluation, applicable to modern teaching in junior and senior high schools. *3 Hours*

Ed. 333 Educational Psychology

See Psychology 333. A study of the application of psychological principles to the field of Education. Included will be the areas of learning, transfer of training, individual differences, motivation, achievement testing, and the language and communication skills as they apply to education. Prerequisite: Psych. 101 or 201. *3 Hours*

Ed. 336 Psychological and Educational Tests and Measurements

See Psychology 336. The course will deal mainly with group testing, with attention to the construction and use of standardized and of *ad hoc tests*. The necessary correlation techniques will be included. Recommended especially for students in secondary education. Prerequisite: Psych. 101 or 201. *2 Hours*

Ed. 341 Language Arts in the Elementary Area

Teaching the skills of reading, listening, speaking and writing as they relate to the total curriculum throughout the elementary program. Strong emphasis on teaching of reading and the integration of the related areas in language arts. Classroom experience in public school.

3 Hours

Ed. 342 Children's Literature in the Elementary School

Includes a background of the history of children's literature; familiarity with established and current literature in this area; methods and techniques of using current literature; work with children.

3 Hours

Ed. 345 Teaching Mathematics in Elementary Area

Emphasis on arithmetical skills, including the understanding of fundamental processes; comparison of different philosophies in teaching arithmetic; elements of modern mathematics; practical application of arithmetical skills at all levels of the curriculum. Classroom experience in public school.

3 Hours

Ed. 346 Teaching Social Studies and Science in Elementary Area

Emphasis on science and social studies including history and geography. Approached through various methods including unit study, inquiry, experimentation, etc. Planning the curriculum to bring about understanding of these areas in relation to living in our society.

3 Hours

Ed. 365 Audio-Visual Education

Selection and effective utilization of visual and auditory materials and equipment including pictures, slides, motion pictures, television, recordings, and programmed materials. Laboratory experiences with audio-visual materials and equipment. Students who have not completed any professional education courses admitted only with the instructor's consent.

2 Hours

Ed. 376 Junior Seminar in Elementary Education

Exploration of various phases of the total aspect of teacher preparation.

1 Hour

Ed. 378 Junior Seminar in Secondary Education

Problems in secondary education including aims in American society, curriculum and methodology, control and finance, professional problems of teachers, and criticism of public schools.

1 Hour

Ed. 443 Observation and Directed Teaching in Elementary Education

Observation and full-time teaching at both primary and intermediate levels for an eight-week period, distributed to include a minimum of 200 clock hours of direct teaching responsibilities. Students are required to submit an application for permission to take this course prior to advance registration. Students should not register for more than sixteen hours of academic work, including student teaching, during the semester that this course is carried. Prerequisite: Education 201-202, 242, 341, 345, 376, and January Experience; concurrent enrollment in Education 301, 346, and Psychology 333. 6 Hours

Ed. 452 Education of Exceptional Children

Identifying exceptional children, understanding their situation and behavior, working with them as learners and group members, and directing their handling of themselves as members of society. Seminar discussions, readings, work with children and application of integrated knowledge of work with children. Prerequisite: Ed. 443 or consent of instructor. 3 Hours

Ed. 475 Observation and Directed Teaching in Secondary Education

Observation and full-time teaching in public secondary schools; participation in school activities; acquaintance with the role of teachers and principals in administration of the high schools. *Seminar is required throughout the semester.* Students are required to make application for permission to take this course prior to advance registration. Students should not register for more than sixteen semester hours of academic work including student teaching during the semester that the course is carried. Prerequisite: Education 202, 378, 480, and January Experience; concurrent enrollment in Education 301, 328, and Psychology 333. 6 Hours

Ed. 478 Senior Seminar in Secondary Education

Professional procedures for securing employment; certification provisions; ethical and legal concerns of teachers; careers in education; resources for continuing professional growth; developing a personal philosophy of education; planning for the first year of teaching. 1 Hour

Ed. 480 Special Methods and Materials in Teaching

2 or 3 hours. See courses offered in several departments, viz:

Art 342, 480

Biology 480

Chemistry 480

Communications 480

English 480

Foreign Languages 480
Mathematics 480
Music 479
Physical Education 464, 480
Physics 480
Psychology 480
Social Science 480

Ed. 485 Developmental Reading in Secondary School

Review of the fundamental word attack skills and reading comprehension initiated in the elementary school, stressing further development at the secondary levels. Application to various content areas will be made through directed observation in a public school. *1 Hour*

Ed. 487-488 Independent Study in Education

1 to 3 Hours

ENGLISH

AIMS

To teach students to write effectively and to understand the structure of the English language; to provide them with a knowledge of major literary works; to provide them with standards for the intelligent evaluation of literature.

REQUIREMENTS FOR FIELD OF CONCENTRATION

1. Concentration in English requires a minimum of 32 hours in the department, exclusive of English 100. The following courses must be included, and when possible should be taken in the order given:

English 123	Mythology (May be satisfied by passing an examination given annually during the first week in December.)
English 221	Preface to Literary Studies
English 225-226	British Literature
English 341-342	Major American Writers
English 392	Literary Criticism
English 407 or 408	Studies in Literary Periods
English 477-478	Senior Seminar

Students preparing to teach must also include the following:

English 305	Advanced Writing
English 306	Development of the English Language
Education 480	Methods of Teaching English

2. Students concentrating in English should also include a number of courses in other departments. The following are strongly recommended:

- Art 335, 336, 337, or 340
- History 201-202 and 325-326
- Literature in any foreign language (if qualified)
- Music 201, 203, or 204
- Philosophy 201, 353-354, or 378
- Religion 201-202, 331, or 332

3. Students will not be accepted for concentration in English later than the beginning of their fifth semester unless they have completed at least three of the following: English 221, 225, 226, 341, 342.

4. Students concentrating in English are expected to attain a minimum grade of C in all courses in the department.

Eng. 100 English Composition

Training in the principles of clear and effective writing in conjunction with the reading of significant works of literature. Each student will write approximately ten essays based on course readings, and one long paper based on research.

4 Hours

Eng. 123 Mythology

A study of myths and legends (chiefly Greek and Roman) and their use in literature.

1 Hour

Eng. 221 Preface to Literary Studies

An introduction to the methods and materials of literary criticism and research. The course includes study of the following: the forms and techniques of poetry and prose; critical approaches to literature; bibliography; the preparation of critical essays and research papers. The course is designed for students concentrating in English. Other students may register only after consultation with the instructor.

3 Hours

Eng. 225-226 British Literature

The development of British literature from the beginnings to the present. First semester: from Beowulf to approximately 1660. Second semester: from approximately 1660 to the present. Students may register for 2 hours only with the consent of the Chairman of the Department.

2 or 4 Hours

Eng. 251-252 Literature of the Western World

A study of literary works which are significant in the development of Western civilization and modern man. The material is presented chronologically. The first semester includes selections from Homer, Greek drama, Dante, Chaucer, Cervantes, Shakespeare, and others.

The second semester includes selections from Milton, Voltaire, Melville, Dostoevsky, Ibsen, Faulkner, and others. Recommended for students not concentrating in English. *4 Hours*

Eng. 305 Advanced Writing

Intensive practice in the writing of imaginative or expository prose, with emphasis upon the achievement of literary excellence. Individual assignments and frequent conferences. May be repeated for credit. Prerequisite: consent of the instructor. *2 or 3 Hours*

Eng. 306 The Development of Modern English

Study of the changes in the English language from Anglo-Saxon to Modern English, with emphasis upon the structure and vocabulary of the latter. *3 Hours*

Eng. 341-342 Major American Writers

Study of major writers from the Colonial Period to the present, with emphasis upon those of the nineteenth and twentieth centuries. *3 Hours*

Eng. 392 Literary Criticism

Study of the value and function of criticism and of various critical approaches to literature from Aristotle to the present. Practical criticism and analysis of poetry and prose. Prerequisite: 12 hours in literature courses in the department. *3 Hours*

Eng. 401-402 Shakespeare

Study of the major plays. Approximately twelve plays are read each semester. *3 Hours*

Eng. 405-406 Studies in American Literature

A seminar for the study of a single theme, genre, or movement, or of the work of several related writers. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. First semester 1969-70: the Realistic Movement. Second semester 1969-70: not offered. Prerequisite: Eng. 341-342 or consent of instructor. *3 Hours*

Eng. 407-408 Studies in Literary Periods

A seminar for the study of a limited period of time in British literature. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. First semester 1969-70: Victorian. Second semester 1969-70: Renaissance. Prerequisite: English 225-226 or consent of instructor. *3 Hours*

Eng. 409-410 Studies in Major Authors

A seminar for the study of a major American, British, or European author. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. First semester 1969-70: Samuel Johnson. Second semester 1969-70: not offered. *3 Hours*

Eng. 411-412 Studies in Literary Genres

A seminar for the study of a single literary genre or mode, such as the epic, the novel, biography, tragedy, or satire. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar will be offered annually. First semester 1969-70: not offered. Second semester 1969-70: the English novel. *3 Hours*

Eng. 477-478 Senior Seminar

Reading, criticism and research designed to correlate the work of other courses. One of the requirements of the seminar will be the preparation of the Senior Essay. Specific instructions for preparing the Essay may be obtained from the Chairman of the Department. Prerequisite: Eng. 221, 225-226, 341-342, 392. *1 Hour*

Eng. 480 Methods of Teaching English

(See Education 480) Study of the methods and materials used in the teaching of English in secondary schools. *2 Hours*

Eng. 487-488 Independent Study

1-2 Hours

Eng. 491-492 Honors

Advanced independent study for students of superior ability and achievement. Prerequisite: recommendation of the Chairman of the Department. *1-3 Hours*

FINE ARTS**AIMS**

The Department of Fine Arts is not a separate faculty; it draws upon the faculties and curricula of the Departments of Art, Music, Philosophy, and Speech and Drama. Its aims are to give expression to the aesthetic unity of the various forms and modes of art, and to permit students to pursue a non-professional interest in these fields.

REQUIREMENTS FOR FIELD OF CONCENTRATION

All students concentrating in Fine Arts must take Fine Arts 201-202; Art 241 or Art 242; Speech 301; Music 101 or Music 111; Philosophy 377; and Fine Arts 478. In addition, at least eight courses must be elected from at least two of the following categories, with an emphasis (five courses) in one of the categories. At least four of these eight courses must be in courses 300 or above.

1. Art: advance art studio and art history courses.
2. Music: music theory and music literature courses.
3. Speech and Drama: basic speech courses and advanced drama courses.

Students electing this field of concentration would also normally be expected to participate extra-curricularly in at least some of the performing and practicing activities in the area of emphasis.

A student concentrating in Fine Arts may elect a related field in another Department, or in Art, Music, or Speech and Drama. In the latter case, however, the related field may not be the same as the area of emphasis, and the same courses may not be used in satisfying the requirements both for the field of concentration and for the related field.

Students primarily interested in Art or Music should also consult the sections of this catalogue dealing with the fields of concentration in those Departments.

Fine Arts 150 Classical Traditions

This course aims to develop a true perspective and appreciation of the ideas and forms of the humanistic tradition. The major works in the art, literature, and philosophy of Greece and Rome will be treated in their historical setting. Mythology and the social structure will be included to interpret the individual works. Slides will acquaint the student with the art of Greece and Rome. Readings will include Homer, Vergil, Cicero, Socrates, Plato, Aristotle, Sophocles, Euripides, Dante and Milton.

3 Hours

Fine Arts 201-202 Introduction to the Arts

An introduction to the history of Art, Music, and Theatre from the Renaissance to the present with some reference to ancient and medieval precedents. The first semester extends to approximately the middle of the 18th century.

3 Hours

Fine Arts 478 Seminar

A survey review of the Fine Arts area concentrating upon the student's field of emphasis, largely in preparation for the senior comprehensive examination. Required of all seniors in the Fine Arts Field. *2 Hours*

FOREIGN LANGUAGES

AIMS

To introduce students to the language, literature and culture of France, Germany and the Spanish-speaking countries; to provide training in reading for students who are interested in scientific or historical study requiring a foreign language as a "tool subject"; and to give adequate training in language, literature and expression to students who are preparing to be teachers, translators, or representatives in foreign service.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN FRENCH, GERMAN, OR SPANISH

A minimum of twenty-four hours in the language, not including French 101-102, German 101-102 or Spanish 101-102, with eighteen hours of advanced courses. A reading knowledge of one foreign language other than the one chosen as the field of concentration. Students expecting to teach a foreign language must complete Foreign Languages 480. Foreign Languages 425 is required in each field. History 301 and 302 are recommended. Sequence of courses subject to approval of the Department Chairman.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN FOREIGN LANGUAGES

A minimum of eighteen hours in advanced courses in French, German or Spanish; at least six hours advanced courses in a second language; reading knowledge of the third; Foreign Languages 425. The sequence of courses is subject to approval of the Chairman.

French

Fr. 101-102 First Year French

Fundamentals of grammar, pronunciation and composition. Emphasis on audio-lingual approach to develop basic skills of comprehension, speaking, writing, and reading. Two half-hour laboratories per week in addition to four hours' classroom work. Course is intended for students who have no acquaintance with the language and is not open to students who have had previous instruction in French. Not more than eight hours credit can be earned in 101-102 and 151-152.

4 Hours

Fr. 151-152 First Year French (Review)

A review of the fundamentals of grammar, pronunciation and composition for students who have studied French before but who do not make a high enough score on the entrance placement test to admit them to French 201-202. Two one-half hour laboratory work per week in addition to two hours' classroom work. Not more than eight hours credit can be earned in 101-102 and 151-152. *2 Hours*

Fr. 201-202 Intermediate French

Grammar review, composition, dictation, intensive and extensive reading. Two half-hour laboratories per week in addition to two hours' classroom work. Prerequisite: French 101-102 or a satisfactory standing in an achievement test. *2 Hours*

Fr. 301-302 Conversation and Composition

Conversation, dictation, and composition. Special attention to current publications and present day events. To fulfill the requirements the student must attend the weekly language table at the dinner hour. Prerequisite: French 202 or equivalent. *3 Hours*

***Fr. 303-304 The Novel**

The French novel from its beginning to the twentieth century. Conducted in French. Prerequisite: A reading knowledge of French. Offered in 1970-71. *3 Hours*

***Fr. 325 Nineteenth Century French Literature**

A critical study of representative authors of each literary movement of the 19th century: romanticism, realism, naturalism. Special emphasis on poetry and the novel. Prerequisite: A good reading knowledge of French. French 327-328 recommended. Conducted in French. *3 Hours*

***Fr. 326 Twentieth Century French Literature**

A critical study of major authors of 20th century French literature from Paul Claudel to Albert Camus. Emphasis on modern drama and novel. Prerequisite: French 325 or one semester of French 327-328. Conducted in French. *3 Hours*

***Fr. 327-328 History of French Literature**

Survey of French literature from the early periods to the present time. Readings in French from an anthology. Conducted in French. Prerequisite: A reading knowledge of French. *3 Hours*

***Fr. 425 Seventeenth Century Literature**

Study of the plays of Corneille, Racine, and Moliere. Readings in Descartes, Pascal, Boileau and others. Conducted in French. Prerequisite: A reading knowledge of French; French 327-328 recommended. Offered in 1970-71. *3 Hours*

***Fr. 426 Eighteenth Century French Literature**

French rationalism including readings in Voltaire, Montesquieu, Marivaux, Diderot and Rousseau. Prerequisite: A good reading knowledge of French. French 327-328 recommended. Conducted in French. Offered in 1970-71. *3 Hours*

German**Ger. 101-102 First Year German**

Fundamentals of pronunciation, grammar, reading and composition. Emphasis on audio-lingual approach to develop basic skills of comprehension, speaking, writing, and reading. Two one-half hour laboratory work per week in addition to four hours' classroom work. For students who have no acquaintance with the language. *4 Hours*

Ger. 201-202 Intermediate German

Grammar review, composition, dictation, intensive and extensive reading. Two half-hour laboratories per week in addition to two hours' classroom work. Special emphasis on outside reading in student's field of concentration. Prerequisite: German 101-102, or equivalent. *2 Hours*

Ger. 301-303 Conversation and Composition

Conversation, dictation, and composition. Special attention to current publications and present day events. To fulfill the requirements the student must attend the weekly language table at the dinner hour. Prerequisite: German 202 or equivalent. *3 Hours*

***Ger. 303-304 Nineteenth Century Literature**

Reading and critical study of the nineteenth century, especially Kleist, Hebbel, Heine, Keller; special emphasis on the drama and the Romantic School. Outside readings and reports. Conducted in German. Prerequisite: A reading knowledge of German. Offered in 1970-71. *3 Hours*

***Ger. 327-328 History of German Literature in English**

German literature from the Hildebrandslied to the twentieth century. Conducted in English. A reading knowledge of German is desirable, but not essential. *3 Hours*

***Ger. 427-428 Eighteenth Century Literature**

Readings from the works of Lessing, Goethe and Schiller. Conducted in German. Prerequisite: A reading knowledge of German. Outside reading and reports. *3 Hours*

Greek

Students wishing to study Greek language and literature should enroll in FOREIGN LANGUAGE 487-488. See also, RELIGION 211-212 and 411-412, BEGINNING and INTERMEDIATE NEW TESTAMENT GREEK.

Latin

Students wishing to study Latin language and literature should enroll in FOREIGN LANGUAGE 487-488.

Spanish

Span. 101-102 First Year Spanish

Fundamentals of pronunciation, grammar, reading and composition. Emphasis on audio-lingual approach to develop basic skills of comprehension, speaking, writing, and reading. Two one-half hour laboratory work per week in addition to four hours' classroom work. For students who have no acquaintance with the language. Not open to students who have had previous instruction in Spanish. Not more than eight hours credit total can be earned by any combination of 101-102 and 151-152.

4 Hours

Span. 151-152 First Year Spanish (Review)

A review of the fundamentals of grammar, pronunciation and composition for students who have studied Spanish before but who do not make a high enough score on the entrance placement test to admit them to Spanish 201-202. Two one-half hour laboratory work per week in addition to two hours' classroom work. Not more than eight hours credit can be earned by any combination of 101-102 and 151-152.

2 Hours

Span. 201-202 Intermediate Spanish

Grammar, oral work and reading. Practice in dictation, writing and speaking. Reading of modern prose and plays. Two half-hour laboratories per week in addition to two hours' classroom work. Prerequisite: Spanish 101-102 or equivalent.

2 Hours

Span. 301-302 Conversation and Composition

Conversation, dictation, and composition. Special attention to current publications and present day events. To fulfill the requirements the student must attend the weekly language table at the dinner hour. Prerequisite: Spanish 202 or equivalent.

3 Hours

***Span. 325 Introduction to Latin American Literature**

A general survey of Latin American literature from the 16th to the 20th century with special attention to Modernism and contemporary movements. Conducted in Spanish. Prerequisite: Span. 202 or equivalent. Offered in 1970-71. 3 Hours

***Span. 327-328 Survey of Spanish Literature**

A general survey of Spanish literature from its beginnings in the Medieval period to the present. Lectures, readings, and reports. Conducted in Spanish. Prerequisite: Spanish 202 or permission of the Chairman of the Department. 3 Hours

***Span. 426 Spanish Literature of the Golden Age**

A survey of the 16th and 17th centuries with particular emphasis on *Don Quixote*. Offered in 1970-71. 3 Hours

***Span. 427 Spanish Realism of the 19th Century**

A study of the development of the drama and novel during the period of realism in Spain. Prerequisite: A reading and speaking knowledge of Spanish. Offered in 1970-71. 3 Hours

***Span. 428 Twentieth Century Spanish Literature**

A study of Spanish literature from the beginning of the 20th century. Prerequisite: A reading and speaking knowledge of Spanish. Offered in 1970-71. 3 Hours

***F.L. 425 Linguistic Development of Languages**

An introduction to historical, structural and applied linguistics. The development of English, French, German and Spanish from the Indo-European to modern times. Special emphasis on current developments in linguistics and semantics. Required of all majors in the department. Open to other students with the permission of the Chairman of the Department. 3 Hours

F.L. 478 Seminar

Intensive, integrated study in field of concentration. Geography, history, government, education, science, press, art and music of French, German or Spanish-speaking countries. Required of students selecting a Field of Concentration in Foreign Languages. 3 Hours

F.L. 480 Methods and Materials in Teaching Foreign Languages

Study of methods, classroom materials, extra-curricular activities necessary for the teacher of French, German, or Spanish. Special emphasis on the audio-lingual techniques, applied linguistics and language laboratory. 3 Hours

F.L. 487-488 Independent Study in European Languages

1 to 3 Hours

F.L. 491-492 Honors Course

Minor research studies. Readings, conferences, and reports on a field of special interest. Enrollment limited to students concentrating in Foreign Languages who are seniors of superior ability and achievement. Permission of the Chairman of the Department required.

1 to 3 Hours

GENERAL SCIENCE

G. Sci. 301 History and Philosophy of Science

A study of the major ideas conceived by Western man in attempting to comprehend the natural world. Prerequisite: One year of college level science or consent of instructor. (Offered first semester, 1969-70).

3 Hours

G. Sci. 302 Technology and Culture

An historical examination of the effects of technological innovations upon various societies, special emphasis being placed upon technology of the Western world since 1850. (Offered second semester, 1969-70).

3 Hours

GEOGRAPHY AND GEOLOGY

***Geog. 201 Principles of Geography**

The general principles of the science including earth origins, the results of the dynamic geological agencies tending to change its surface. Practical work in mineralogy, physiology and stratigraphy is required during the course. Offered in 1970-71.

3 Hours

Geog. 302 World Geography

A study of the physical, social and political geographic factors of the world today. Recent changes in Europe, Asia and Africa will be stressed.

3 Hours

HEURISTICS

Heur. 101-102

A seminar designed to introduce freshmen to liberal self-education through critical observation, rational argument, and precise expression. The subject of enquiry may vary from section to section. *2 Hours*

HISTORY AND POLITICAL SCIENCE

AIMS

To present the origin and development of institutions and ideas; to point out the great traditions that are molding our thought and action today; and to gain a better perspective of our political, economic, and social life. The courses in Political Science are intended to acquaint the student with political institutions and political problems in the United States and the world today.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Twelve hours in European or World History, twelve hours in American History, six hours in Political Science, and History 477-478. Three hours should be selected from the area of African, Asian, or Latin American History. Students are encouraged to select a related field from one of the other social sciences, the humanities, or some other clearly related area of study.

European and World History

Hist. 100 Development of World Civilizations

The development of political, social and cultural institutions from ancient times to the twentieth century, especially as they contribute to an understanding of our civilization. Assignments dealing with Asia, Africa and Latin America will be included. *4 Hours*

Hist. 301-302 Modern European History

A survey of European civilization from the sixteenth century to 1945. Second semester begins with 1815. *3 Hours*

*Hist. 303 Modern Economic History and Development

A study of the development of modern industrial economics. Emphasis will be placed on nineteenth and twentieth century United States development and economic history. Attention will also be paid to the problems of the underdeveloped economies of the twentieth century. *3 Hours*

Hist. 325-326 The History of England

The political, economic, and social history of England to the eighteenth century. Second semester includes the eighteenth, nineteenth, and twentieth centuries. *3 Hours*

Hist. 371 History and Politics of Africa and the Middle East

A survey of the area. The effect of geography, tribal development and the European impact on the present problems of the area will be studied. Developments since World War II will be emphasized. *3 Hours*

Hist. 372 History, Culture and Politics of Asia

A survey of the history, civilization and recent developments in South, East and Southeast Asia. *3 Hours*

***Hist. 427 Ancient Civilization**

A history of the Near East, Greece, and Rome to the fourth century A.D. *3 Hours*

***Hist. 428 The Middle Ages**

European civilization from the fourth to the fifteenth centuries. Offered in 1970-71. *3 Hours*

***Hist. 466 British Constitutional History**

A history of British constitutional and legal developments from the medieval period through the twentieth century. *3 Hours*

***Hist. 468 Revolution and Reaction in Modern History**

A comparative study of the Puritan, American, French and Russian revolutions. Emphasis will be placed on the origins and characteristics of revolution, the roles of revolutionary figures, and the nature of reactions to revolutions. Offered in 1970-71. *3 Hours*

Hist. 477 Seminar in History

A study of the sources, materials, historical criticism and interpretations of history. Required of all students with a Field of Concentration in History and Political Science. *3 Hours*

Hist. 478 Seminar in History

A combination of History 477 which includes a Senior Paper. Required of all students with a Field Concentration in History and Political Science. *1 Hour*

American History

Hist. 201-202 United States History

The political, economic and social growth of America. First semester covers the period of exploration to 1865; second semester covers from 1865 to the present day. *3 Hours*

Hist. 225 West Virginia History, Government and Geography

The history of the western section of Virginia to the Civil War and the history and government of West Virginia to the present day. The physical, political and social geography of the state will be included.

2 Hours

***Hist. 341 The Development of the American Nation**

A history of the United States from 1816 to 1850. This course considers the growth of American nationalism following the War of 1812; the rise of Jacksonian Democracy and the effects of that movement through the Polk administration. Offered in 1970-71.

3 Hours

***Hist. 342 The Age of Big Business**

The political, social, and economic history of the United States from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform. Offered in 1970-71.

3 Hours

***Hist. 344 Civil War and Reconstruction**

A study of the coming of the American Civil War and the period of Reconstruction to the year 1877. Attention is devoted to the evolution of the slavery controversy, the constitutional question of nullification and secession, the development of Southern nationalism, an analysis of Civil War causation, the campaigns of the war, and objectives and programs of Presidential and of Congressional Reconstruction.

3 Hours

***Hist. 423 Contemporary United States History**

A study of the political, economic, diplomatic and social history of the United States since 1933.

3 Hours

***Hist. 426 Latin American History**

A cultural and political history of Central and South America with emphasis on the period since 1890.

3 Hours

Hist. 487-488 Independent Study in History

1 to 2 Hours

Hist. 491-492 Honors Course

Advanced projects and minor research studies in history and political science. Readings, conferences, and reports on a field of special interest. Enrollment limited to students concentrating in History who are seniors of superior ability and achievement. Permission of the Chairman of the Department required.

1 or 2 Hours

Political Science

Pol. Sci. 225 American Government

A study of the principal institutions and processes of American national government. Particular emphasis is given to the Constitution, the Presidency, the Supreme Court, Congress, political parties and pressure groups.

3 Hours

Pol. Sci. 226 State and Local Government

A study of the government and politics of states and localities. Attention is given to intergovernmental relations, structure and organization, and functions and problems.

3 Hours

Pol. Sci. 327 History of Political Thought

A survey of the political theories of the Western world. A special effort is made to relate the principal themes in political thought to contemporary politics.

3 Hours

Pol. Sci. 328 Comparative Government

A comparative study of governments of the major powers of Europe, including Great Britain, France, the German Federal Republic, and the Soviet Union. A study of comparative political institutions throughout the world is included.

3 Hours

Pol. Sci. 339 American Political Parties

A study of major and minor political parties in the United States. Attention is given to the functions, history, structure, tactics, and financing of political parties in a democratic system. Classroom work may be supplemented by field work involving observation of party headquarters and political campaigns. Political Science 225 or 226 or History 201 or 202 are recommended for background in the field.

3 Hours

*Pol. Sci. 465 Constitutional Law

A study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. Political Science 225 or History 201-202 recommended for background in the field. Offered in 1970-1971.

3 Hours

Pol. Sci. 487-488 Independent Study in Political Science

1 or 2 Hours

Pol. Sci. 491-492 Honors Course

Advanced projects and minor research studies in history and political science. Readings, conferences, and reports on a field of special interest. Enrollment limited to students concentrating in History and Political Science who are seniors of superior ability and achievement. See also History 491-492. Permission of the Chairman of the Department required. *1 or 2 Hours*

Social Science**Soc. Sci. 201-202 Contemporary Issues**

A course designed primarily to provide future teachers a basic background in some of the major social, economic and political problems of our times. International, urban, cultural, and American political and economic problems will be emphasized. *3 Hours*

Soc. Sci. 480 Methods and Materials in Teaching Social Studies

Nature, objectives, and curricula of social studies in junior and senior high schools. Concepts to be emphasized and ways of approaching. Methods, techniques, teaching aids, and other resources. Resource units, lesson plans, evaluation, teaching reading and study skills. *2 Hours*

HONORS

Enrollment in the two senior Honors Seminars is limited to students who are completing the Honors Program during the 1969-1970 academic year or students who are admitted to the seminar by special permission of the instructor.

Honors 406 Forms, Meanings, and Values in the Arts

Primarily for seniors. *2 Hours*

Honors 412 The Shaping of the Modern Mind

Primarily for seniors. *2 Hours*

MATHEMATICS**AIMS**

To provide the general student with a knowledge of the mathematical foundation of our civilization, to give the prospective teacher an understanding and appreciation of the fundamental ideas of elementary mathematics; to provide a tool for the technical student; and to give the prospective graduate student a foundation for later study and research.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MATHEMATICS

A minimum of thirty hours in the department, including Mathematics 202-203, and at least fifteen hours of advanced courses which should include Mathematics 353 and 401-402. Students interested in mathematics as a teaching subject should elect Mathematics 326, and 353. Students interested in science and engineering should elect Mathematics 350 and 451. Students interested in economics should elect Mathematics 325 and 382. Students interested in graduate school mathematics should elect Mathematics 301-302 and 403. Two courses in the department should be taken in the senior year. Sequence of courses subject to approval of the Senior Adviser.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN APPLIED MATHEMATICS

Option I (Physics, and/or Chemistry). A minimum of thirty-three hours with at least eighteen hours in the Department of Mathematics which must include Mathematics 202-203, 350 and 451 and fifteen hours in the Department of Physics and/or Chemistry which should include Physics 301-302, and Chemistry 439-440. Recommended courses include Mathematics 401-402, Physics 303-304, Physics 365-366, and Chemistry 451. Sequence of courses subject to approval of the Senior Adviser.

Option II (Economics). A minimum of thirty-three hours with at least eighteen hours in the Department of Mathematics which must include Mathematics 202-203, 328, 381 and fifteen hours in the Department of Economics. Recommended courses include Mathematics 252, 325, 350 and/or 382 and Economics 265-266, 361 and 365. Sequence of courses subject to approval of the Senior Adviser.

Option III (Computer Science). A minimum of thirty-three hours with at least twenty-four hours in the Department of Mathematics which must include Mathematics 202-203, 353, 354, 382 and nine hours in the Department of Economics which must include Economics 265 and 365. Recommended courses include Mathematics 325, 401-402, and Economics 266. Sequence of courses subject to approval of the Senior Adviser.

Math. 103 Algebra and Trigonometry

Basic mathematics for Freshmen entering with three years or less of high school mathematics, for students whose background is insufficient for the calculus course and for students who need mathematics as a foundation for study in the social or biological sciences, general physical science, education, or business. The course includes set theory, linear and quadratic equations and inequalities, graphs of functions, remainder and factor theorems, equations involving radicals, ratio and

proportion, basic trigonometry, logarithms, compound interest and annuities, permutations and combinations, probability, mathematical induction, binomial and normal distribution, topics in statistics.

4 Hours

Math. 201 Calculus I

Technique of differentiation and integration with applications. Functions and their graphs including the conic sections, maxima and minima, rate problems. Area between two curves, length of a line, volume and surface area. Moments, centroids, theorems of Pappus, hydrostatic pressure and work. Transcendental functions and elementary differential equations.

4 Hours

Math. 202 Calculus II

Methods of integration including integration by parts, partial fractions, substitutions, trigonometric functions, improper integrals and numerical methods. Determinants and linear equations, tangents and normals, Newton's method, second degree curves and curve fitting. Polar coordinates and graphs, areas and angles of intersection in polar coordinates, hyperbolic functions, the hanging cable, vectors and parametric equations, curvature and normal vectors, velocity and acceleration.

4 Hours

Math. 203 Calculus III

Intermediate calculus with emphasis on vector notation and functions of several variables. Scalar and vector products, space coordinates and space curves, quadric surfaces. Partial differentiation and applications, directional derivative and gradient. Multiple integrals with physical applications, polar and cylindrical coordinates, expansion of functions and tests for convergence. Taylor's theorem, Fourier series, indeterminate forms, and an introduction to the complex variable.

4 Hours

Math. 226 Mathematics for Teachers

A study of the fundamental principles, concepts, and methods of teaching arithmetic. A course designed to acquaint students with the basic mathematics necessary for teaching in the elementary field.

3 Hours

***Math. 243 Descriptive Geometry**

Principles of projections, metric and non-metric problems, plane sections and developments, intersections of surfaces, construction of perspective drawings. This course achieves an effective correlation between descriptive and analytic geometry by presenting both the graphic and the algebraic methods. Offered in 1970-1971.

3 Hours

***Math. 244 Plane Surveying**

Care and use of surveying instruments; field problems; computation and mapping. One hour class and four hours field work each week.

3 Hours

Math. 252 Finite Mathematics

Introduction to concepts occurring in modern mathematics. Symbolic logic and truth tables, set theory, vectors and matrix theory, binomial theorem and probability theory, linear programming and game theory. This course includes a review of algebra and is designed especially for the non-science student. Prerequisite: Math. 103 or Math. 226.

3 Hours

Math. 301 Real Analysis

Standard material on the real numbers, sets and functions, sequences of real numbers, series of real numbers, limits, metric spaces, continuous functions, Lebesgue integral. Prerequisite: Math. 203.

3 Hours

Math. 302 Complex Variables

Complex numbers, elementary functions, analytic functions, contour integration, Taylor and Laurent series, conformal mapping, boundary value problems, Laplacian equations. Prerequisite: Math. 203.

3 Hours

***Math. 325 Numerical Analysis**

Numerical methods for integration, differential equations, matrix inversion, estimation of characteristic roots. Prerequisite: Math. 202.

3 Hours

***Math. 326 Introduction to Modern Geometry**

Euclidean and non-Euclidean geometrics; an introduction to synthetic projective geometry; the concept of limit and infinity; geometrical constructions, recent developments and theorems. Prerequisite: Mathematics 201-202.

3 Hours

Math. 328 Mathematics of Finance and Investment

The operation of interest and annuities; amortization of debts and sinking funds; valuation of bonds; the experience table and calculation of premiums for life insurance. Prerequisite: Math. 103. Economics 201-202. This course does not carry credit toward a major in Mathematics.

3 Hours

Math. 350 Differential Equations

Methods of solution of ordinary differential equations and applications to the physical sciences. Frobenius' and Picard's methods for power series solutions, Laplace transforms, numerical, boundary value problems, Fouries series, partial differential equations, the Laplacian equations and applications to heat conduction and vibration. Prerequisite: Mathematics 202. *3 Hours*

Math. 353 Modern Abstract Algebra

Rings, integral domains and fields, Peano axioms, real and complex numbers, polynomial rings, partial fractions, properties of groups, Cosets and Lagrange's theorem, vector spaces, systems of linear equations, matrices and determinants, algebra of matrices, linear transformations. *3 Hours*

***Math. 354 Linear Algebra**

Linear systems, matrices, vectors, linear transformations, unitary geometry with characteristic values. Offered in 1970-1971. *3 Hours*

Math. 381 Statistical Methods

(Also Econ. 381, Psych. 381, and Soc. 381) Introductory statistical analysis including frequency distribution and graphic representation of data, measures of central tendency, relative position in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, introduction to analysis of variance, Chi square and other nonparametric procedures. The student can receive credit for this course in the departments of Economics, Sociology or Psychology. Two lectures, and one laboratory session in the department for which credit is desired. *3 Hours*

Math. 382 Mathematical Statistics

Introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, analysis of variance. *3 Hours*

Math. 401-402 Advanced Calculus

Theory of the derivative and the definite integral, partial differentiation and its applications, Green's and Stokes' theorems, power series, Fourier series, vector notation, complex variable. Prerequisite: Mathematics 203. *3 Hours*

***Math. 403 Topology**

Point-set topology, topological spaces, connectedness, compactness, continuity, separation axioms, countability axioms, metric spaces, product spaces. Offered in 1970-1971. *3 Hours*

Math. 451 Applied Mathematics

Applications of ordinary and partial differential equations to problems in physics, chemistry and electricity; vibrating string and heat flow problems; vector calculus and applications. Prerequisite: Mathematics 350. *3 Hours*

Math. 477 or 478 Seminar in Mathematics

Special reports prepared and presented by the students under supervision. The work of the second semester will help prepare the student for the comprehensive examination. Required of all students concentrating in the Field of Mathematics. Open only to seniors. *1 to 3 Hours*

***Math. 480 Methods and Materials in Teaching Mathematics**

Approved methods in teaching mathematics at the secondary level; class period activities of the teacher; procedures and devices in teaching; organization of materials, testing, aims, and modern trends. Open only to sophomores and juniors who expect to teach. Offered in 1970-1971. *2 or 3 Hours*

Math. 487-488 Independent Study in Mathematics

1 to 3 Hours

Math. 491-492 Honors Course

Advanced projects and minor research studies. Enrollment limited to students concentrating in Mathematics who are seniors of superior ability and achievement. Permission of the Chairman of the Department required. *1 to 3 Hours*

MUSIC

AIMS

To promote understanding and appreciation of works of musical art of generally recognized excellence in relation to cultural conditions of their respective periods through integrated study of music theory, history, literature and performance; to provide the college community with stylistically sound performances of good works; and to provide thorough basic training in musicianship on the pre-professional level.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC

A minimum of 37 hours including Music 111-112, 303-304, 343, 327-328, nine hours in the 201-206 sequence, 478, and nine hours of applied music of which two to four hours may be in ensemble credit, at the discretion of the Chairman of the Department.

Literature and Theory of Music

Mus. 101 Introduction to Music as an Art and Science

The elements of tonal relationships, simple rhythms, intervals, melodies in both major and minor modes; designed to give the student the ability to recognize, reproduce and record simple melodic and rhythmic patterns. *2 Hours*

*Mus. 111-112 Theory I, II

The traditional disciplines of harmonization, modulation and the relationships of melodic progression, embellishment and rhythm are presented in concept and practical application. Beginning with the rudiments of music structure, the principles and procedures of tonal music are logically approached. Emphasis on ear training through sight-singing, tonal-rhythmic dictation and keyboard exercises. Offered in 1970-71. *3 Hours*

*Mus. 201 The Romantic Period

A general listener's approach to the music, instrumental and vocal, of composers from Schubert, Chopin, Schumann and Mendelssohn through Liszt, Berlioz, Verdi, Wagner, Brahms, Tschaikowsky and other 19th c. composers. Offered in 1969-70. *3 Hours*

*Mus. 202 Twentieth Century Music

A general listener's approach to music in various media from the Impressionists through Stravinsky, the Schönberg school, Bartok, Hindemith, the American, Soviet, and other significant composers, including electronic and aleatory music. Offered in 1969-70. *3 Hours*

*Mus. 203 Music of the Baroque Period

A general listener's approach to music in various media from Monteverdi to c. 1750 with considerable emphasis on Bach and Handel. Offered in 1970-71. *3 Hours*

*Mus. 204 The Classical Period

A general listener's approach to the music, instrumental and vocal, of the late 18th and early 19th centuries heavily concentrated upon Haydn, Mozart, Beethoven and Schubert. Offered in 1970-71. *3 Hours*

Mus. 206 Jazz

A general listener's approach to the history of jazz from its African, Cuban and American Negro origins through Ragtime, the New Orleans, Kansas City and Chicago styles, Swing, Bop, Progressive, Rock and other jazz styles. *2 Hours*

***Mus. 303-304 Theory III, IV**

A comprehensive extension of first year procedures. Techniques of controlled dissonance, melodic-rhythmic chord generation and multiple melody development. Intensive study of stylistic elements of the Classical and Baroque periods, and an introduction to characteristics of the later chromaticism, impressionism, pan-diatonicism, and the various styles of atonality. Continued emphasis on aural perception. Offered in 1969-70. *3 Hours*

***Mus. 327-328 Music History**

The historical significance of the main periods and types of music. Requires some technical background. Offered in 1969-70. *2 Hours*

***Mus. 343 Counterpoint**

Basic principles of writing two, three, and four-voice counterpoint, and their application in the smaller forms of composition. Offered in 1969-70. *2 Hours*

***Mus. 344 Orchestration**

A course in arranging music for various types of instrumental ensembles. Offered in 1969-70. *2 Hours*

***Mus. 422 Instrumental Conducting**

The techniques of the baton and the different problems to be met in conducting orchestra and band; the introduction to score reading; an opportunity for experience through the conducting of the college instrumental groups. Open only to advanced groups. Offered in 1970-71. *2 Hours*

***Mus. 439 Choral Conducting**

The technique of the baton and the different problems to be met in conducting chorus; the introduction to score reading; an opportunity for experience through the conducting of the college choral groups. Open only to advanced students. Offered in 1970-71. *2 Hours*

Mus. 478 Seminar

Survey and review of the field of music; its history, theory and literature. Required of all students concentrating in the field of Music. Open only to seniors. *1 Hour*

Mus. 479 Music Education

(Methods and materials of Teaching Music in the Elementary Schools.) Consideration of the aims and values of elementary school music with opportunities to develop teaching techniques, and to become familiar with the standard materials. *3 Hours*

***Mus. 480 Music Education**

(Methods and Materials in Teaching Music in the Secondary Schools.) Analysis of music offered in senior and junior high schools throughout the United States. Consideration of problems, objectives and materials in teaching vocal and instrumental music, theory and appreciation courses in secondary schools. Opportunities for developing practical teaching projects. Offered in 1970-71. *3 Hours*

Mus. 487-488 Independent Study in Music

1 to 3 Hours

Mus. 491-492 Honors Course

Projects and minor research studies in special fields of music, or creative work of an advanced nature. Enrollment limited to students concentrating in Music who are seniors of superior ability and achievement. Permission of the Chairman of the Department required.

1 to 3 Hours

Applied Music

(Courses in applied music may be repeated for credit.)

***Mus. 121-122 Class Strings**

Class instruction in the basic techniques of stringed instruments. Required of all students with a concentration in Music Education. Offered in 1970-71. *1 Hour*

***Mus. 123 Class Instruction in Brass Instruments**

Required of all students with a concentration in Music Education. Offered in 1970-71. *1 Hour*

***Mus. 124 Class Instruction in Woodwind Instruments**

Required of all students with a concentration in Music Education. Offered in 1970-71. *1 Hour*

Mus. 125-126 Concert Choir

The preparation for concert performance of standard literature, both sacred and secular. Membership limited, enrollment by audition. *1 Hour*

Mus. 127-128 Male Chorus

The study and performance of concert repertoire for male voices. Membership limited; enrollment by audition. *1 Hour*

Mus. 131-132 Brass Choir

The study and performance of baroque and contemporary music for brass instruments. Enrollment by audition. *1 Hour Per Year*

Mus. 133-134 Band

An ensemble of wind and percussion instruments which plays for festive and athletic events of the college. Enrollment by approval of the director. *1 Hour*

Mus. 135-136 Chamber Music

Study and occasional performance of the standard chamber literature—quartets, trios, other works suited to the instrumentalists available. Admission by audition. *1 Hour Per Year*

Mus. 141-142 Organ

Technique, theory and literature of the organ. Open to all students who have had some training in either piano or organ. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 143-144 Piano

Literature and technique of piano playing designed to develop in the students a discriminating appreciation of fine music and fine musical performance. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 145-146 Strings

Private lessons in violin, viola, cello or bass. Course open to beginners as well as to students with previous training. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 147-148 Voice

Vocal technique, theory and literature. Open to all students who have adequate native ability with or without previous vocal training. Private lessons. Enrollment by permission of the instructor *1 or 2 Hours*

Mus. 149-150 Wind Instruments

Private lessons in basic brass and woodwind instruments. Open to beginners as well as to students with previous training. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 301-302 Advanced Organ

Open only to students who can demonstrate satisfactorily their ability to play compositions equivalent in difficulty to the following: Bach—G minor Fugue (The Little); D minor Toccata and Fugue; or Widor—Toccata from Symphony V. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 305-306 Advanced Piano

Open only to more advanced students who can demonstrate satisfactorily their ability to perform compositions equivalent in difficulty to the following: Beethoven Op. 27 No. 2; Bach — Preludes and Fugues Nos. 2 and 21 (Vol. 1) They will be expected to perform in public recitals from time to time. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 307-308 Advanced Strings

Open only to students who are able to play satisfactorily music equivalent in difficulty to the Kreutzer Etudes and DeBeriot Concertos for violin. Public performance required. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 309-310 Advanced Voice

Open only to students who have completed four semesters of voice study, can read at sight, have adequate use of at least one modern foreign language, and can demonstrate the ability to perform numbers equivalent in difficulty to standard operatic and lieder literature. Public performance required. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

PHILOSOPHY**AIMS**

To encourage the student to examine his actions, beliefs, claims to knowledge, and values in light of consequences and standards for judging whether or not such consequences are acceptable.

To assist the student in becoming aware of the nature and status of philosophical problems and commitments, ideologies and models that serve as foundations of human life and society, as well as the liberal arts program.

To enable the student to discover and develop sound bases for interpreting self and self-in-society.

To provide the student who expects to pursue graduate studies in Philosophy with a sound basis in the major areas of his field.

REQUIREMENTS FOR FIELD OF CONCENTRATION

“Concentration” in Philosophy is not limited to those who are professionally interested in the field—i.e., graduate work and a teaching career in Philosophy. For several persons Philosophy may hold some promise as one way to approach a liberal education, as a second field of concentration, or as an area of intensive study, wide in scope, before undertaking graduate work in another field.

A minimum of twenty-four hours in the department, including

Philosophy 202, 301, and 353-354, are required for this "Field of Concentration."

The student who is considering graduate work should be aware that most good graduate programs in Philosophy require a reading knowledge of French and German.

Phil. 201 Introduction to Philosophy

This is an introductory philosophical exploration of a few of the problems that increasingly appear to be at the center of human concern, viz., problems involving knowledge, art and value judgments, God, man, responsibility, and morality. Evaluation of frequently proposed "answers" will also be of considerable importance. Attention will be given to such concerns as: evidence, reason and feeling; matters of taste and justification of aesthetic and value claims; data assessment in relation to decision and the nature and being of God; the concept of man's nature, purpose, and functioning in relation to changes in knowledge and value; the nature of responsibility in relation to predictability, addiction, and legality; the individual in relation to the "moral community" and paradoxes of commitment.

3 Hours

Phil. 202 Ethics

The major ethical alternatives for belief and action in the social context will be critically considered. Responsibilities, rights, restrictions, and opportunities in choice, decision, and action in man's environment, natural and social, will be examined. Each person should attempt to answer such "personal" questions as: "What can I do? What should I do? How are my answers influenced by my beliefs about myself and my society? By my individuality? By my social responsibility? How defensible are my ethical beliefs? How ethical are my actions? Is acceptance of 'ethical relativity' an escape from ethical responsibility?" (Some acquaintance with Phil. 201 is presupposed.)

3 Hours

***Phil. 301 Basic Logic**

Mastery of the fundamental principles of logic is important for anyone who wishes to use and recognize sound reasoning and valid arguments. There is a difference between emotional intensity and validity, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and detect logical errors (fallacies) are important objectives of this course.

3 Hours

***Phil. 353-354 History of Philosophy**

Western philosophical thought from the Seventh Century B.C. to modern times. The first semester will be devoted to a study of ancient and medieval philosophers and their analysis of problems and "solutions." The second semester will begin with the Renaissance.

3 Hours Each

***Phil. 373 Philosophy of Religion**

An inquiry into the general subject of religion from a philosophical point of view. Attention will be given to contemporary philosophical approaches and techniques in this area, as well as to the core of problems constituting the area's major difficulties. E.g., religious language, meaning, the nature and validity of religious experience and knowledge claims. Offered in 1970-71. *3 Hours*

***Phil. 378 Aesthetics**

A consideration of the principal systems of aesthetics and value; the relation of aesthetics and value theories; foundations of the creative activity of the artist, the work of art, and the contemplation and criticism of art objects, including music and the visual and literary arts. Offered in 1970-71. *3 Hours*

***Phil. 403 Contemporary Philosophy I: Positivism and Analysis**

This is the first of the two major contemporary trends in philosophical thought. Students who take this course should plan to follow it with Philosophy 404. Offered in 1970-71. *3 Hours*

***Phil. 404 Contemporary Philosophy II: Phenomenology and Existentialism**

This is the second of the two major trends in contemporary philosophical thought. This course is independent of Philosophy 403 and may be taken without that course. It is recommended, however, that a student who takes one take both. Offered in 1970-71. *3 Hours*

***Phil. 406 American Philosophy**

The development of philosophical ideas in the United States from colonial times to the present. Certain outstanding personalities or selected periods may be given special emphasis. For example, this year major attention will be given to new developments in contemporary American philosophy; these include the increasing recognition of the value of insights into experience (most of which have been ignored by Americans) that many earlier American philosophers presented. *3 Hours*

Phil. 467 or 468 Seminar in Philosophy

Intensive examination of the perspective of one great Western or non-Western philosopher, or one major problem or related group of problems, or one major tendency. Permission of the instructor is required before enrollment. *2 Hours*

Phil. 487-488 Independent Study in Philosophy

1 to 3 Hours

PHYSICAL EDUCATION AND HEALTH

AIMS

To promote the health education and physical development of the student; to provide opportunities for students to participate in and secure a reasonable degree of proficiency in recreational activities; and to train physical education and recreation leaders for educational and community situations.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of thirty hours in the department which should include the following courses: Physical Education 125, 442, 464, 477, 480; Sociology 201; Biology 103, 201 and 425 or 167 are recommended. Sequence of courses subject to approval of the Senior Adviser.

REQUIREMENTS FOR ALL STUDENTS FOR GRADUATION

Freshmen: Physical Education 101-102 is required. Sophomores: Physical Education 201-202 is required of all students but permission may be granted to substitute equivalent hours from Physical Education 169-170, 229, 240, 243, and 301-302.

Students who are physically unfit as certified by the college physician may petition to be allowed to substitute hours in other courses in lieu of activity courses in physical education. Students who are not candidates for a degree may be exempt from the requirements of physical education. Any petition for exemption from physical education must be filed with the college physician at the Infirmary.

Phys. Ed. 101-102 Freshman Orientation in Physical Education

The techniques and rules of a wide variety of physical activities. An activity course. Three periods per week. Required of all freshmen.

1 Hour

Phys. Ed. 125 Personal Hygiene

Fundamental knowledge of personal hygiene and how the health of the individual may be conserved.

2 Hours

Phys. Ed. 167 Introduction to Mammalian Anatomy and Physiology

(See Biology 167).

3 Hours

Phys. Ed. 169-170 Folk Dancing

Folk dancing from many countries. English and American country dances during the first semester and European dances during the second semester. An activity course. Two periods per week. *1 Hour*

Phys. Ed. 201-202 Sophomore Physical Education

The student has a choice of a variety of physical activities. An activity course. Three periods per week. *1 Hour*

Phys. Ed. 226 Community Hygiene

Health matters pertaining to the social group; communicable diseases; vital statistics, legal and social regulations relating to personal and community health. *2 Hours*

Phys. Ed. 229 Life Saving and Water Safety

Instruction in life saving techniques as strokes used, defensive tactics, carries, releases, resuscitation and basic first aid procedures. Satisfactory completion of the course leads to the American Red Cross Certificate in Senior Life Saving. *1 Hour*

Phys. Ed. 240 Social Dancing

Instruction in the modern social dance steps. An activity course. Two periods per week. *1 Hour*

Phys. Ed. 243 Tumbling and Stunts

Begins with individual stunts and advances to more intricate work. An activity course. Two periods per week. *1 Hour*

Phys. Ed. 267-268 Theory and Practice of Team Sports

Intensive practice with opportunity for officiation in team sports for men and women. *2 Hours*

Phys. Ed. 301-302 Modern Dancing

Contemporary dancing, emphasizing the use of the fundamental expressive movements in creative work. An activity course. Two periods per week. *1 Hour*

Phys. Ed. 305 Coaching Football and Basketball

Philosophy of coaching and developing fundamentals of offensive and defensive styles of play and learning rules of the games. *3 Hours*

Phys. Ed. 306 Water Safety Instructors, Coaching Swimming and Diving

Instruction in methods of teaching aquatic skills including swimming strokes, diving and advanced life saving. An introduction to coaching

competitive swimming and diving. Satisfactory completion of the course leads to certification as an American Red Cross Water Safety Instructor. *2 Hours*

Phys. Ed. 325 Intramural Sports

Organization, administration and objectives of the intramural program of athletics. *2 Hours*

***Phys. Ed. 326 Baseball, Track and Field**

Strategy and fundamentals of baseball, track and field. *2 Hours*

***Phys. Ed. 327 Community Recreation**

The philosophy of American recreation and community organization for leisure time activities. *3 Hours*

***Phys. Ed. 328 Recreation Leadership**

Recreational activities; practice in the leadership of games, square dancing, playground activities, with a two hour laboratory for handicrafts. *3 Hours*

***Phys. Ed. 340 Prevention and Care of Injuries**

Common hazards of play and athletics. Preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination. *2 Hours*

***Phys. Ed. 341 Tests and Measurements in Physical Education**

Methods used in evaluating outcomes of the physical education program. *2 Hours*

***Phys. Ed. 402 Adapted Physical Education**

Variations of the normal types of the human organism at different age levels; therapeutic measures, especially those which refer to the correction of mechanical defects. Prerequisites: Biology 201, 425, or 167. *2 Hours*

Phys. Ed. 424 Kinesiology

Fundamental body movements and their relation to body development and efficiency. Prerequisite: Biology 201 and 425. *3 Hours*

***Phys. Ed. 425 Physiology**

(Biology 425.) Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states. Prerequisites: Biology 101-102 and 201. *3 Hours*

Phys. Ed. 428 Organization and Administration of Physical Education

Administrative relationships and procedure in the conduct of physical education. Offered on demand. *3 Hours*

Phys. Ed. 439-440 Theory and Practice of Individual Sports

Intensive practice in badminton, archery, tennis, handball, golf, and life saving with a study of the rules of each and of methods used in teaching. *2 Hours*

***Phys. Ed. 441 History of Physical Education**

Development of physical education from ancient times to the present. *2 Hours*

***Phys. Ed. 442 Principles of Physical Education**

Principles basic to a program of physical education in the modern educational system. *3 Hours*

Phys. Ed. 464 Teaching of Health

(Health Problems of the School Child). A course designed to provide students with opportunities to study health problems, activities, and methods of teaching the school child. *3 Hours*

Phys. Ed. 477 Seminar in Physical Education

A survey of the field of health and physical education and the current literature relating to investigations in the field. Prerequisites: Physical Education 425 and 442. Open only to upper division students. Required of all students concentrating in the Field of Physical Education. *1 Hour*

Phys. Ed. 480 Methods and Materials in Teaching Physical Education

Methods, materials and techniques pertinent to the teaching of Physical Education. *2 Hours*

Phys. 487-488 Independent Study

1 to 3 Hours

PHYSICS

AIMS

To give the liberal arts student some insight into our universe and its physical laws, with emphasis upon the scientific method.

To present to the pre-professional student a general knowledge of physics and its laboratory methods that are applicable to his field.

To provide students concentrating in this field with a thorough and practical education in Physics for teaching, work in industry, or graduate studies.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of thirty-two hours in the department, including 301-302, 303, 304, 305-306, 325-326 and 343-344. A reading knowledge of German and French are recommended for students expecting to do graduate work. Mathematics or chemistry is strongly recommended as the related field. Sequence of courses subject to approval of the Chairman of the Department.

A combined plan with Columbia University is available to pre-engineering students. Special programs are offered in cooperation with the Department of Education to students interested in the teaching of science.

Phys. 101-102 General Physics

A continuous course with laboratory work. First semester: mechanics, heat and sound. Second semester: electricity, magnetism, light and modern physics. A fundamental course which is a prerequisite to all advanced physics courses. Open to freshmen. *4 Hours*

Phys. 201-202 Problems in Physics

Solution of more advanced problems in the various fields of physics. Prerequisites: Physics 101-102. *1 Hour*

*Phys. 301-302 Mechanics

Particle mechanics; central force motions; motions of rigid bodies; free, forced and coupled oscillations; elasticity; fluid motion; wave motion; special theory of relativity. Prerequisites: Physics 101-102 and Mathematics 201-202. Offered in 1970-71. *3 Hours*

*Phys. 303 Thermophysics

Temperature, calorimetry, expansion, conductivity, change of phase and radiation; thermodynamics and statistical theory. Prerequisites: Physics 101-102 and Mathematics 201-202. *3 Hours*

*Phys. 304 Geometrical and Physical Optics

Theories of light, reflection, refraction, dispersion interference diffraction, polarization, optical instruments, spectroscopy, and laser. Prerequisites: Physics 101-102 and Mathematics 201-202. *3 Hours*

***Phys. 305-306 Electricity and Magnetism**

Electrostatics, magnetostatics, scalar and vector fields, Poynting's vector, Maxwell's equations, Gauss' and Stoke's theorem, waveguide propagation. Prerequisites: Physics 101-102 or permission of Chairman of Department. Offered in 1970-71. *3 Hours*

***Phys. 325-326 Modern Physics**

Conservation laws, particle and wave mechanics, special relativity, Bohr theory, X-rays, nuclear structure and reactions, uncertainty principle, Schrodinger's equation. Prerequisites: Physics 101-102 or permission of Chairman of Department. *3 Hours*

***Phys. 328 Electronics for Scientists**

Fundamentals of vacuum tubes and transistors with emphasis on the use of equipment for research; power supplies, amplifiers, transducers, and test equipment. Prerequisites: Physics 101-102 or permission of Chairman of Department. *3 Hours*

Phys. 343 Sophomore Experimental Physics

Intermediate experiments in physics using the Berkeley Laboratory series of experiments. Prerequisites: Physics 101-102 or permission of Chairman of Department. *2 Hours*

Phys. 365-366 Spectroscopic Analysis

A practical course in photography and analysis of spectra including: making, processing and printing of pictures; study of flame and arc spectra; use of grating and prism spectrographs, comparator, densitometer, and conversion technique; application of spectral analysis. Registration with permission of Chairman of the Department. *2 Hours*

Phys. 441-442 Junior Experimental Physics

A comprehensive course of individual laboratory work in the various fields of physics. Selection of experiments is based on the ability and interest of the student and on the available facilities. Prerequisites: Physics 343-344. *2 Hours*

Phys. 443 Nuclear Radiation Physics

A lecture and laboratory course on the theory and techniques of measurement of nuclear radiations: determination of the activity of radio-active sources including the spectral distribution of the energies of alpha, beta, and gamma rays; studies of simultaneous particle emission; determination of the lifetimes of various elementary particles; identification of fission products by spectral analysis. Selected experiments are provided for Biology and Chemistry students. Prerequisite: Physics 325 or permission of Chairman of Department. *3 Hours*

***Phys. 451-452 Mathematical Physics**

Application of advanced mathematical methods used in solution of problems in physics. Legendre and Hermite polynomials, Bessel functions, Laplace transformations, matrix and tensor notation, boundary value problems, operators, data analysis, and least square fits. Registration with permission of Chairman of Department. *3 Hours*

Phys. 462 Introductory Solid State Physics

A study of the basic physical processes which occur in solids, with emphasis on semiconductors and metals: crystal structure and reciprocal space; diffraction in the determination and study of crystalline structures; atomic bonding in crystals; free-electron and zone theories in solids; theory of semi-conductors and devices formed from them; magnetism and optical properties in solids. Prerequisite: Physics 325 and 328. *3 Hours*

Phys. 477-478 Seminar in Physics

A survey of Physics for review and correlation of the various fields in the discipline. Registration by permission of the Chairman of the Department. *1 Hour*

Phys. 480 Methods and Materials in Teaching Physics

Methods and practice in classroom and laboratory instruction. Collateral reading and reports on the history of physical science. Required of all students expecting to teach physics. *2 or 3 Hours*

Phys. 487-488 Independent Study

1 to 3 Hours

Phys. 491-492 Honors Course

Advanced work or minor research problems in physics. Experimental physics is offered in fields of vacuum systems, machine tool operation, electronic systems, spectroscopy, electron microscopy, microwave propagation, and nuclear radiation. Enrollment limited to seniors of superior ability and achievement who are concentrating in Physics. Permission of the Chairman of the Department required. *1 to 3 Hours*

PHYSICAL SCIENCE

Phys. Sci. 101-102 Physical Science

A survey of the fields of astronomy, geology, physics and chemistry, with appropriate laboratory work. This course may be used to satisfy the science requirement. Open to freshmen. Students planning to complete a field of concentration in Chemistry or Physics should not enroll in this course. *4 Hours*

Certain graduate-level courses are offered by the regular Bethany faculty in the curriculum for Junior High School Teachers of Science as sponsored by The National Science Foundation.

Phys. Sci. 501-s Introductory Science for General Science Teachers

Based on new materials developed by Educational Services, Inc. for the Junior High School, including: atomic and molecular structure; balancing chemical equations; stoichiometry of chemical reactions; electronics and simple radio theory; electromagnetic radiations. Approximately three-fourths of the time will be devoted to laboratory. Experiments suggested in the IPS syllabus will be studied. Five 45-minute class discussion periods and four 3-hour laboratory periods (or equivalent) per week for 8 weeks. *6 Sem. Hours*

Math. 502-s Basic Mathematics for General Science Teachers

Deals with the mathematical tools needed to teach the IPS course. Topics include linear and quadratic equations; tabular and graphical presentation of laboratory data; proportion; logarithms; and elementary statistical analysis of errors. Drill on mentally approximating answers to simple arithmetical operations. A workbook will be used. Five 45-minute class periods per week for 8 weeks. *1 Sem. Hour*

Phys. Sci. 577-s Seminar in Teaching Introductory Physical Science

Aspects of teaching IPS in Junior High Schools; course planning; methods and materials; audio-visual aids; evaluation and testing; other topics growing out of the work of the Institute or suggested by participants. Two 45-minute periods per week for 8 weeks. *1 Sem. Hour*

PSYCHOLOGY

AIMS

The department assists the student in gaining a basic knowledge of psychology as the experimental science of man's behavior; in developing social awareness and social adjustment through understanding of the fundamental similarities and differences among men; in promoting both original and critical thinking; in giving background preparation for professions which deal with individual and group behavior; in encouraging students to enter the field, whether in teaching, research, or applied psychology.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Concentration in psychology requires Biology 103, 167 and a minimum of thirty hours in the department, including Psychology 101-102, 361-362, 373, 374, 477-478. No student will be recommended for graduate school who has not had a year of Mathematics. Mathematics 381 and Sociology 201 are highly desirable. The student is reminded that most graduate schools require a reading knowledge of French or German or both for higher degrees. Psychology 101 is prerequisite to all other courses in the department except as otherwise specified in a course description.

Psych. 101 General Psychology I

An introduction to the general field of psychology; perception, learning, motivation, personality. Three lectures and one laboratory period each week.

4 Hours

Psych. 102 General Psychology II

A continuation of Psychology 101. Abnormal behavior, social behavior, psychological testing, reasoning, applications of psychology. Two lectures and one laboratory period each week. Desirable as a prerequisite to courses in the department other than Psychology 101, which is prerequisite.

3 Hours

Psych. 300 Instrumental Synthesis: Pre-programming of Laboratory Events and Systems of Events

A study of solid-state logic equipment, and of the underlying symbolic logic. No prerequisites, but will not satisfy graduation requirements for courses in the sciences.

1 to 3 Hours

Psych. 312 Experimental Social Psychology

(Compare Soc. 312.) The study of the development of the self as influenced by the learning of symbolic interaction with members of primary and secondary groups. Discussion of factors in socialization, attitude structure and change, psycholinguistics and communication, person perception, dyadic interaction, and group dynamics. If this course is to be counted as Psychology, Psychology 101 is prerequisite.

3 Hours

Psych. 321 The Normal Personality

This course deals with theories of the development of personality. Emphasis will be placed on the normal personality and its development. Prerequisite: Psychology 101.

3 Hours

Psych. 322 The Abnormal Personality

The study of abnormal personality development including mental deficiency, neuroses, psychoses, and sociopathic behavior. Prerequisite: Psychology 101.

3 Hours

Psych. 326 Animal Behavior

A study of various behaviors with both an ethological and a psychological approach. The course studies behavior and its modification through demonstrations, films, and independent projects. This course is taught by staff from the Biology and Psychology Departments. Prerequisite: Psychology 101 or Biology 101. 3 Hours

Psych. 331 Child and Adolescent Psychology

A course devoted to the study of the psychological development of the child through adolescence and, briefly, to the phylogensis of behavior. Prerequisite: Psychology 101. 3 Hours

Psych. 333 Educational Psychology

A study of the application of psychological principles to the field of Education. Included will be the areas of learning, transfer of training, individual differences, motivation, achievement testing, and the language and communication skills as they apply to education. Prerequisite: Psychology 101. 3 Hours

Psych. 336 Industrial Psychology

A study of industrial motivations, human relations training, optimum working conditions, human engineering. Prerequisite: Psychology 101. Offered irregularly. 3 Hours

Psych. 338 Psychological and Educational Tests and Measurements

The course will deal mainly with group testing, with attention to the construction and use of standardized and of *ad hoc* tests. The necessary correlation techniques will be included. Prerequisite: Psychology 101. 2 Hours

Psych. 361-362 Design and Analysis of Experiments in Psychology

This course deals with methods of investigation of behavior, with the greatest emphasis on the experimental method. Some time will be spent on the general theory of science, and on mathematical statements of scientific, especially psychological, laws, theories, functions. Prerequisite: Psychology 101. No credit given for only one semester of Psychology 361-362. One lecture and two laboratory periods each week. 3 Hours Each Sem.

Psych. 371 Psychology of Emotion and Motivation

A study of the whys of behavior, of methods of discovering what people want, and of the origin and development of their desires, attitudes, value systems, and the like. Emphasis will be on the experimental assessment of sociogenically derived motives. Prerequisite: Psychology 101. Offered irregularly. 3 Hours

Psych. 373 Psychology of Learning

This course will deal with theories of learning. Prerequisite: Psychology 101. Two lectures and one laboratory period each week. *3 Hours*

Psych. 374 Perception and Cognition

This course deals with the acceptance and processing of information by the human organism. Prerequisite: Psychology 101. Two lectures and one laboratory period each week. *3 Hours*

Psych. 375 Physiological Psychology

A study of the physiological, biochemical, and neuroanatomical mechanisms underlying behavior. Prerequisite: Psychology 101. *3 Hours*

Psych. 381 Statistical Methods

See Math 381. The psychology laboratory section will use data secured in the psychology laboratory. Prerequisite: Concurrent or previous registration in a psychology course which includes laboratory work. *3 Hours*

Psych. 391-392 Junior Honors Seminar

Open to Juniors who are considering the desirability of entering Psychology 491-492. The course will discuss the information available in some small section of psychology, the exact topic varying from year to year. Prerequisites: Concurrent enrollment in Psychology 361, if the student has not already had 361-362, and an overall grade average of 3.0. *1 to 3 Hours*

Psych. 401 History and Systems of Psychology

A study of the "long past and short history" of psychology, with considerations of various influential theoretical positions, both past and present. Prerequisites: Three semesters of Psychology. *3 Hours*

Psych. 477-478 Seminar in Psychology

An advanced general course which is partly a preparation for the comprehensive examination in psychology. Prerequisite: Psychology 101-102 and senior standing. *1 to 2 Hours*

Psych. 480 Methods and Materials for Teaching Psychology

Study of the methods and materials used in teaching Psychology in the secondary school. The course will have a systematic and experimental emphasis. Prerequisite: Psychology 101, 102, 361. *3 Hours*

Psych. 487-488 Independent Study

1 to 3 Hours

Psych. 491-492 Honors Course

The student will carry out a research project, running from the middle of his Junior year to the middle of his Senior year. Prerequisites: Psychology 391 and an overall grade average of 3.0. *1 to 3 Hours*

RELIGION**AIM**

The personal integration of faith and learning.

**REQUIREMENTS FOR FIELD OF CONCENTRATION
IN RELIGION**

A minimum of twenty-four hours in the department of which twelve hours must be in the field of Biblical study. Sequence of courses is subject to the approval of the Chairman.

**REQUIREMENTS FOR GRADUATION FOR ALL
STUDENTS**

Religion 100 or more extensive study of the same areas is required of all students qualifying for graduation. Students considering a religious vocation should have Religion 201-202 instead of 100. Those making such decisions after taking Religion 100 should consult with the Chairman.

Rel. 100 Basic Studies in the Judaeo-Christian Heritage

This course deals with the development of Hebrew faith and literature, the sources of Christianity, the early church, Christian literature, the reformation of church life by Biblical faith, and trends in religion in America. *4 Hours*

Rel. 201-202 The Bible as Religious Literature

The books of the Bible are studied for their record of past religious events, their expression of faith at the time of writing, and their significance in past and current reformations of the church. *4 Hours*

***Rel. 211-212 Beginning New Testament Greek**

Inductive methods are used to develop as rapidly as possible an ability to read *koine* Greek. Most of the Fourth Gospel is read during the second semester. *3 Hours*

Rel. 327-328 Comparative Religions

A study of the most important features of Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, and Islam. *3 Hours*

***Rel. 331 The Prophets**

The origin and nature of Old Testament prophecy. The mission and message of some of the leading prophets. Prerequisite: Religion 100 or 201. *3 Hours*

***Rel. 332 The Wisdom of Israel**

An analysis of the meaning and significance of Job, Ecclesiastes, and other Old Testament wisdom literature. Prerequisite: Religion 100 or 201. *3 Hours*

Rel. 333 Studies in the Gospels

Methods of study in gospel literature are applied to the interpretation of the meanings of the Gospels. Prerequisite: Religion 100 or 201. *3 Hours*

Rel. 334 Studies in Pauline Writings

The letters and thinking of Paul are studied for an understanding of his principal contributions to Christian faith. Prerequisite: Religion 100 or 201. *3 Hours*

Rel. 346 Religions in America

A seminar study of the backgrounds and shaping of the dominant religious trends in America. *1 to 3 Hours*

Rel. 353 Christian Faith in its Cultural Expressions

A seminar study of expressions of Christian faith in past and present cultural forms. *1 or 3 Hours*

Rel. 354 Trends in Contemporary Christian Thinking

A seminar study of notable thinkers and movements in the present. *3 Hours*

Rel. 360 The Making of the Modern Jew

A seminar study of historical, social, and religious forces which have created the life of the modern Jew. Note: This course is taught by a lecturer provided for by a grant from the Jewish Chautauqua Society. *2 Hours*

Rel. 370 Post Vatican II Christianity

A study of the contemporary Church in the light of its origin and historical developments. *2 Hours*

Rel. 411-412 Intermediate New Testament Greek

Selections from the Synoptic Gospels and the letters of Paul are read, with study of forms and expansion of vocabulary. *1 to 3 Hours*

Rel. 421 Varieties of Religious Development

A seminar study of ways in which personal religious faith develops, with particular attention to patterns in children, changes in adult life and reactions of persons under stress. *3 Hours*

Rel. 422 Educational Work of Church and Family

How the church and the home provide for religious development. A seminar study. *3 Hours*

Rel. 423 Practicum

Work at supervised assignments in an approved church program, four to twelve weeks usually in summer. Credit determined by length of assignment, reports on activities and assigned readings, and summary paper. *1 to 3 Hours*

Rel. 451-452 Christian Beliefs

A seminar study of Biblical doctrines and their relationship to historic and contemporary faith and life. *3 Hours*

Rel. 478 Seminar in Religion

A seminar on the integration of the field of the comprehensive examination. Prerequisite: at least 18 hours of study in the department. *1 Hour*

Rel. 487-488 Independent Study in Religion

1 to 3 Hours

Rel. 491-492 Honors Course

Special problems and research studies in religion. Readings, conferences and reports on an area of special interest. Limited to students of superior ability and achievement. Permission of the Chairman of the Department required. *1 to 3 Hours*

Rel. 300-J Hebraic Sources of Western Civilization

(See also History 300) Three weeks of travel including Israel, Athens and Corinth, Rome, and Geneva. Lectures and seminars will trace historical and religious influences in the development of the Judaeo-Christian heritage of the West. Resources of the universities in Israel will be utilized in this study. A summary paper is required for credit. *3 Hours*

This course plus one credit hour of independent or seminar study in American religion may be used to fulfill the basic four credit hour requirement, equivalent to Religion 100, in the Group I requirements for graduation. This course may also be used in partial fulfillment of the requirements in Group III or Group IV when the Group I requirement has already been met.

SOCIOLOGY AND ANTHROPOLOGY

AIMS

The Department of Sociology and Anthropology seeks to provide a broad and varied curriculum to serve those planning a liberal education; those planning to continue study at the graduate level; those interested in professional work; and as a requirement for students in other departments. The primary purpose of the department is to advance sociological knowledge within the broader aims of the total liberal arts curriculum.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN SOCIOLOGY

Flexibility is allowed the student in the completion of the departmental requirements. Each student is required to complete a minimum of twenty-four (24) hours, but is strongly urged to continue through a program of thirty (30) hours.

Soc. 201 is the prerequisite for all courses in sociology.

Required courses for the field of concentration:

These courses constitute a block of courses which the student concentrating in sociology should complete prior to taking further work in the department. The block is designed to assist the student in his understanding of up-to-date material in periodicals pertinent to each course of study.

Soc. 331 History of Sociological Theory (3 hours)

Soc. 332 Modern Sociological Theory (3 hours)

Soc. 381 Sociological Statistics (3 hours)

Soc. 440 Methods of Social Research (3 hours)

Soc. 477-478 Senior Seminar (6 hours)

With the exception of Soc. 477-478, the courses in this block should be taken in the sophomore or junior year.

Suggested courses for students terminating with the bachelor's degree:

Soc. 206 The Family (3 hours)

Soc. 301 Social Disorganization (3 hours)

Soc. 326 Social Change (3 hours)

Soc. 327 Social Stratification (3 hours)

Suggested courses for students anticipating graduate study in sociology:

Soc. 206 The Family (3 hours)

Soc. 326 Social Change (3 hours)

Soc. 487-488 Independent Study of student's choice (6 hours)

Any other courses offered in the department, but not to exceed 40 hours.

Sociology

Soc. 201 Introductory Sociology

An analysis of the fundamental sociological perspectives, methods, and concepts used in studying society. An introduction to the sociological analysis of the contemporary structure and process of society, culture patterns, major social institutions, social interaction, social control, social disorganization, and social change. Prerequisite to all Sociology 300 and 400 series courses. *3 Hours*

Soc. 206 The Family

The structure and function of the family in America and various other societies. The comparative analysis of the relation of the family to personality, society, and culture. No prerequisite. *3 Hours*

Soc. 301 Social Disorganization

An analysis of the theories and problems of social disorganization and deviancy in human behavior: delinquency, crime, and related problems. Prerequisite: Soc. 201. Offered 1969-70. *3 Hours*

Soc. 312 Experimental Social Psychology

See Psychology 312. *3 Hours*

Soc. 326 Social Change

Theories of social change; problems of modernization in emergent nations; the nature of the traditional societies; comparative study of the impact of the Western civilization on the social structure, culture, and personality. Offered 1970-71. Prerequisite: Soc. 301. *3 Hours*

Soc. 327 Social Stratification

Analysis of the system of social institutions of the contemporary United States in comparison with other societies. Emphasis will be placed on kinship, division of labor, economy, caste and class, religion, the organization of power structure, and education. Offered 1970-71. Prerequisite: Soc. 201. *3 Hours*

Soc. 331 The History of Sociological Theory

An introduction to the work of Montesquieu, Comte, Marx, and other pioneers in sociological theory. This study will serve as a background to the study of modern sociological theories. Prerequisite: Soc. 201. (Replaces Soc. 426). *3 Hours*

Soc. 332 Modern Sociological Theory

A critical examination of the twentieth century theorists as Parsons, Merton, Thomas, Sorokin, and Becker. Prerequisite: Soc. 201 and 331. (Replaces Soc. 427). *3 Hours*

Soc. 366 Minority Groups

The nature and dynamics of prejudice for minority and majority group relations in the world, particularly the United States. The relations of these groups to social stratification, economic, political, educational, and religious institutions and values. Offered 1969-70. Prerequisite: Soc. 201. *3 Hours*

Soc. 381 Statistical Methods

See Mathematics 381.

3 Hours

Soc. 440 Methods of Social Research

An examination of the theory and methods of social research techniques. Prerequisite: Soc. 201 and 381. *3 Hours*

Soc. 477-478 Senior Seminar

Required of all students concentrating in the field. The purpose is to integrate the student's prior work in the department and to afford the student an opportunity to develop special interests in cooperation with other students in the seminar group. Prerequisite: the sociology core courses. *3 Hours*

Soc. 487-488 Independent Study

This study is primarily for those students anticipating advanced study in sociology. Other students may engage in study of special interest. Prerequisite: Soc. 201 and other courses pertinent to the study proposed. By permission of the instructor only. *1 to 6 Hours*

Social Welfare

Soc. 341 Introduction to Social Welfare

History and theory of modern social welfare; the basic processes; casework, group work, and community organization. Prerequisite: Soc. 201, Econ. 201, Ed. 201-202 or Psych. 101. (Replaces Soc. 441). *3 Hours*

Soc. 342 Social Welfare

The development of social welfare as a social institution of contemporary society and of the emergence of social work as a profession. Prerequisite: Soc. 341. *3 Hours*

Soc. 343 Social Welfare Services

A study of the development of the social institutions whose purpose is the alleviation and prevention of social dysfunction. An evaluation of the federal, state and local services offered society. Prerequisite: Soc. 341. *3 Hours*

Soc. 344-JS Social Welfare Field Work

A course in practical observation and direction under the supervision of professional welfare organizations. To be conducted in the January or Summer Sessions. Prerequisite: Soc. 341 and 343 or by permission of the instructor. *3 to 6 Hours*

Anthropology

Prerequisite for all anthropology courses: Anthro. 201 or by the permission of the instructor.

Students wishing to concentrate in anthropology will be required to take the block of courses indicated for concentration in sociology. This block of courses should be taken in the sophomore or junior year before enrolling in other advanced courses.

Students anticipating advanced study in anthropology should enroll in Anthro. 344-S.

Anthro. 201 Introduction to Anthropology

General survey of the fields of anthropology; the nature of paleolithic men and cultures; human and cultural evolution in prehistoric to more recent times. *3 Hours*

Anthro. 326 Cultural Anthropology

The study of recent and contemporary man, with emphasis on economic life, kinship systems, political organizations, art, religion, and magic. (Replaces Anthro. 325). *3 Hours*

Anthro. 328 Language, Society and Culture

A detailed survey of the crucial topic of the relationships of linguistic and cultural systems. The work of Boas, Sapir, and Whorf as well as recent methods of cultural description through linguistic means will be covered in detail. Offered 1969-70. *3 Hours*

Anthro. 349 Culture and Personality

The focus of this course will concern the relationship of the individual personality to its cultural background as seen in anthropological and social science literature. Child rearing practices, national character, nativistic movements, and content analysis of cultural materials will be stressed. Offered 1970-71. *3 Hours*

Anthro. 344-S Anthropological Field Study

Credit for this course will be given upon satisfactory completion of an approved and accredited summer field program in ethnology, archaeology, linguistics, or physical anthropology. *3 to 7 Hours*

Anthro. 487-488 Independent Study

1 to 6 Hours

THEATRE

The student primarily interested in the field of Drama may elect a field of concentration in Fine Arts or in the field of Communications with an emphasis in Dramatics.

Theatre 301 Introduction to the Theatre

A practical consideration and application of the various arts and crafts which go to make up the theatre; dramatic theory and criticism; and a consideration of the place and importance of the theatre in our culture. *3 Hours*

Theatre 365 Play Direction and Production

This course is designed for students who act in and stage College plays. All students enrolled in the course will attend the one hour Actor's Studio Workshop to be arranged each semester. The course may be repeated for credit but the total credit earned may not exceed 6 credit hours. Permission of chairman required. *1 to 3 Hours*

Theatre 366 Principles of Acting

Basic acting techniques; historical and modern styles of acting, their principles, theories, and their application in the performance of scenes and plays. *3 Hours*

Theatre 401 History of Theatre

A study of the development of theatre in the Western World with a consideration of representative plays from Aeschylus to Albee. *3 Hours*

Theatre 487-488 Independent Study

1 to 3 Hours

Theatre 491 Senior Thesis

A project in acting or directing involving the acting of a major role or the direction of a major play and a written thesis defending performance or production of same. Open only to senior drama students. Must be arranged with department chairman a year in advance. *2 Hours*

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A.B., B.D., Texas Christian University; LL.D., Texas Christian University; Litt.D., Culver Stockton College; L.H.D., Chapman College; Ed.D., Transylvania College; University of Chicago; Columbia University; Litt.D., University of Cincinnati; Ed.D., Findlay College.

WARNER G. PETERSON, *Executive Vice-President.* (1952).

A.B., Allegheny College; Ohio State University; LL.D., Findlay College.

BARRIE RICHARDSON, *Dean of the Faculty.* (1962).

B.A., Carleton College; M.B.A., D.B.A., Indiana University; University of Colorado.

PEARL MAHAFFEY, *Professor of Foreign Languages Emeritus.* (1908-1949).

A.B., Miami University; A.M., Columbia University; Litt.D., Bethany College; McGill University; University of Paris; National University of Mexico.

ANDREW LEITCH, *Sarah B. Cochran Professor of Psychology Emeritus.* (1920-1956).

A.B., A.M., Butler College; B.D., Ph.D., Yale University; D.D. Butler University; Columbia University; University of Chicago; University of Pennsylvania; Harvard University.

DANIEL SOMMER ROBINSON, *Professor of Philosophy Emeritus.* (1954-1958).

A.B., Butler College; A.M., Yale University; Ph.D., Harvard University; Litt.D., Marietta College; University of Breslau.

MARGARET ROBERTS WOODS, *Associate Professor of Foreign Languages Emeritus.* (1943-1961).

A.B., Wellesley College; A.M., Pennsylvania State University; Middlebury College; Columbia University; Colorado College; University of Besancon; University of San Luis Potosi.

WINIFRED WEBSTER, (MRS.), *Dean of Women and Instructor in English Emeritus*. (1952-1960).

A.B., University of North Dakota; A.M., Columbia University.

WILBUR HAVERFIELD CRAMBLET, *Distinguished Service Professor of Mathematics*. (1917).

A.B., A.M., Bethany College; A.M., Ph.D., Yale University; LL.D., University of Pittsburgh; D.D., Drake University; LL.D., Culver-Stockton College; Litt.D., Texas Christian University.

BERNAL ROBINSON WEIMER, *Distinguished Professor of Biology*. (1921).

A.B., A.M., West Virginia University; Ph.D., University of Chicago.

JOHN J. KNIGHT, *Distinguished Professor of Physical Education*. (1930).

A.B., West Virginia Wesleyan College; A.M., Ohio State University; University of Michigan.

BENJAMIN CHANDLER SHAW, *George T. Oliver Distinguished Professor of History and Political Science*. (1935).

A.B., Rollins College; A.M., Ph.D., University of North Carolina; American Academy in Rome; Royal University, Perugia, Italy.

EARL D. MCKENZIE, *Professor of Foreign Languages and Chairman of the Department*. (1937).

A.B., Brown University; A.M., Columbia University; M. Litt., Ph.D., University of Pittsburgh; University of Frankfurt am Main; Yale University; University of Paris.

HELEN LOUISE MCGUFFIE, *Professor of English and Chairman of the Department*. (1947).

A.B., Bethany College; A.M., University of Pittsburgh; Ph.D., Columbia University.

JOHN DANIEL DRAPER, *Professor of Chemistry and Chairman of the Department*. (1951).

B.S., Franklin and Marshall College; Ph.D., University of Maryland; Michigan State University.

ROBERT ASHER PRESTON, *Professor of Religion and Chairman of the Department*. (1955).

A.B., Texas Christian University; A.M., University of Chicago; Ph.D., University of Pittsburgh; Washburn University; Menninger School of Psychiatry; Yale University; Cambridge University.

*WILBERT SCOTT RAY, *Distinguished Professor of Psychology*. (1956).

A.B., Washington and Jefferson College; A.M., Ph.D., University of Wisconsin.

JAMES W. CARTY, JR., *Professor of Communications and Chairman of the Department*. (1959).

A.B., Culver-Stockton; B.D., University of Chicago; M.S., Northwestern University; University of Oklahoma; George Peabody College; Scaritt College; Saltillo (Mexico) State Teachers College; Diploma from National University of Nicaragua.

JOHN A. SPENCE, *Professor of Education and Chairman of the Department*. (1961).

B.S. in Ed., M.A., Ph.D., Ohio State University.

*Sabbatical Leave

*HSIOH-REN WEI, *Professor of Physics and Chairman of the Department.* (1963).

B.A., University of Nanking; Ph.D., University of Chicago.

H. DONALD DAWSON, *Distinguished Professor of Chemistry.* (1963).

B.S., Denison University; M.Sc., Ph.D., Ohio State University.

CHARLES E. HALT, *Professor of Economics and Chairman of the Department.* (1969).

B.S., Slippery Rock State College; M.Ed., Pennsylvania State University; Sci.D., Syracuse University; University of Pittsburgh.

JOHN TREVOR PEIRCE, *Professor of Psychology and Chairman of the Department.* (1969).

B.A., Princeton University; Ph.D., University of California.

BRADFORD TYE, *Associate Professor of Mathematics and Chairman of the Department.* (1943).

B.S., Alma White College; M.S., New York University; Rutgers University; Columbia University; University of Pittsburgh.

GEORGE K. HAUPTFUEHRER, *Associate Professor of Music and Chairman of the Department.* (1945).

A.B., B.M., Friends University; A.M., University of Kansas; Pittsburgh Musical Institute; Juilliard School of Music; Indiana University.

S. ELIZABETH REED, *Associate Professor of Physical Education.* (1945).

A.B., Muskingum College; M.Ed., University of Pittsburgh; University of Wisconsin; New York University; University of Wyoming; University of Southern California; University of Michigan.

WILLIAM LEWIS YOUNG, *Associate Professor of History and Political Science, and Chairman of the Department.* (1950).

A.B., Bethany College; A.M., Ohio State University; Columbia University.

MARGARET MATHISON, *Associate Professor of Education.* (1951).

A.B., M.Litt., University of Pittsburgh; University of Southern California; Pennsylvania State University; Ohio State University.

JOHN RAYMOND TAYLOR, *Associate Professor of English.* (1955).

A.B., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, England; University of Edinburgh.

RICHARD BRUCE KENNEY, *Associate Professor of Religion.* (1964).

A.B., Washington University; B.D., Yale University; M.A., Ph.D., Yale University; Basel University; McGill University.

CARL L. SCHWEINFURTH, *Associate Professor of History and Political Science and Director of International Education Programs.* (1964).

B.S., University of Oregon; M.A., University of Florida; Ph.D., Southern Illinois University; Haile Selassie University.

GARY E. LARSON, *Associate Professor of Biology and Chairman of the Department.* (1964).

B.S., M.S., New York State University, Albany; Ph.D., Rutgers University; Albany Medical College.

*Sabbatical Leave

162 Bethany College

WILLIAM R. CLARK, *Associate Professor of Chemistry*. (1967).

B.S., Haverford College; M.A., Indiana University; Ph.D., Georgetown University; Rutgers University.

ARTHUR R. KIRKPATRICK, *Associate Professor of History and Political Science*. (1967).

A.A., Trenton Junior College; B.S.Ed., NE Missouri State Teachers College; M.A., Ph.D., University of Missouri.

ROBERT GARNER GOIN, *Assistant Professor of Physical Education and Chairman of the Department*. (1960).

A.B., Bethany College; M.S., West Virginia University.

ROBERT EDWARD MYERS, *Assistant Professor of Philosophy*. (1964).

A.B., Bethany College; B.D., Texas Christian University; Ph.D., Ohio State University.

JAMES EDWARD ALLISON, *Assistant Professor of Mathematics*. (1964).

B.S., Bethany College; M.A., West Virginia University.

*ALBERT R. DEVAUL, *Assistant Professor of Music*. (1964).

A.B., West Liberty State College; M.M., West Virginia University.

HERBERT L. DRINNON, *Assistant Professor of Drama*. (1964).

B.A., Berea College; M.A., University of North Carolina.

JOHN WILLIAM LOZIER, *Assistant Professor of History*. (1964).

A.B., University of Colorado; A.M., Ohio State University.

JOHN D. DAVIS, *Assistant Professor of Economics*. (1965).

A.B., American International College; A.M., University of Connecticut.

THEODORE K. KIMPTON, *Assistant Professor of Foreign Languages, and Director of the Summer School*. (1965).

B.S., United States Military Academy; A.M., University of Maryland; Catholic University.

*HIRAM J. LESTER, *Assistant Professor of Religion*. (1965).

A.B., B.D., Phillips University; M.A., Yale University; Johnson Bible College.

ROBERT E. SHOUP, *Assistant Professor of Sociology*. (1965.)

A.B., Juniata College; B.D., United Seminary; A.M., Temple University; University of Pittsburgh; West Virginia University.

JOHN U. DAVIS, *Assistant Professor of Education*. (1966).

A.B., Bethany College; M.A., Columbia University; Ed.D., Columbia University.

JAMES J. SAWTELL, *Assistant Professor of Biology*. (1966).

B.A., Lake Forest College; M.A., Western Michigan University; Rutgers, The State University.

DAVID J. JUDY, *Assistant Professor of English*. (1967).

B.A., Denison University; M.A., Western Reserve; University of Mexico.

*Leave of Absence

- ANTHONY L. MITCH, *Assistant Professor of English*. (1967).
A.B., Cornell University; M.A., St. John's University; New York University.
- DALE H. PORTER, *Assistant Professor of History*. (1967).
B.A., Western Michigan University; M.A., Stanford University; Ph.D., University of Oregon; University of Allahabad, India; University of London.
- LOWELL N. YOUNGREN, *Assistant Professor of Art and Acting Chairman of the Department*. (1967).
B.A., Knox College; M.A., M.F.A., State University of Iowa; Harvard University; Boston University.
- STANLEY L. BECKER, *Assistant Professor of Physics*. (1968).
B.S., New York State College of Forestry; Ph.D., University of Wisconsin.
- JACK R. SIBLEY, *Assistant Professor of Religion*. (1968).
A.B., Phillips University; D.B., Phillips Graduate Seminary; A.M., University of Chicago Divinity School; Ph.D., University of Chicago.
- KE LUN WU, *Assistant Professor of Economics*. (1968).
B.A., St. John's University; M.B.A., University of Wisconsin; New York University.
- ALBERT R. BUCKELEW, JR., *Assistant Professor of Biology* (1969).
B.S., Fairleigh Dickinson University; Ph.D., University of New Hampshire.
- ROY P. CROSTON, *Assistant Professor of Physics*. (1969).
B.S., Bethany College, M.S.; Ph.D., West Virginia University.
- HOWARD C. MYERS, *Assistant Professor of Sociology*. (1969).
B.A., San Diego State College; M.A., Duke University; University of Pittsburgh.
- SUSAN WORTHEN HANNA, (MRS.), *Instructor in Health and Physical Education*. (1957).
A.B., Bethany College; Marjorie Webster School of Physical Education.
- MARJORIE TUFTS CARTY, (MRS.), *Instructor in Foreign Languages*. (1965).
Ph.B., University of Chicago; Clark University, State Teachers College, Saltillo, Mexico; University of Nicaragua; Bethany College.
- W. RANDOLPH COOEY, *Instructor in Economics*. (1966).
B.A., Bethany College; M.A., West Virginia University.
- DAVID LYNN HOBE, *Instructor in Communications, Director of Public Information and Publications*. (1966).
B.A., Bethany College; M.S., West Virginia University.
- JOHN F. CAMP, *Instructor in Foreign Languages*. (1967).
B.A., Oglethorpe University, The Citadel; University of Georgia; University of Paris; University of Chicago.
- STEPHANIE ROBERTA LUTGRING, *Instructor in Spanish*. (1967).
B.S., Louisiana State College; M.A., Middlebury College.

- MICKAY MILLER, *Instructor in Psychology*. (1967).
B.S., West Virginia University; M.S., University of North Carolina.
- FRANCIS D. MULCAHY, *Instructor in Sociology*. (1967).
B.A., M.A., University of Massachusetts.
- JOHN S. PERRINE, II, *Instructor in Mathematics*. (1967).
B.A., M.A., West Virginia University.
- ROBERT RILEY, *Instructor in Health and Physical Education*. (1967).
A.B., Bethany College; West Virginia University.
- HUGH S. RIPPS, *Instructor in Mathematics*. (1967).
B.S., Bethany College; M.A., The University of Toledo.
- RICHARD M. THACKRAY, JR., *Instructor in Psychology*. (1967).
B.S., M.S., Villanova University.
- WESLEY J. WAGNER, *Instructor in Art*. (1967).
Pennsylvania Academy of the Fine Arts; Barnes Foundation.
- ANTOINETTE CAMP, (MRS.), *Instructor in Foreign Languages*. (1968).
French Baccalaureat, Caen.
- ROBYN R. COLE, (MRS.), *Instructor in English*. (1968).
B.A., University of Maryland; M.A., University of Georgia; Ohio University.
- WALTER L. KORNOWSKI, *Instructor in Art*. (1968).
B.F.A., Rochester Institute of Technology; M.S., State University College at Buffalo.
- THOMAS L. LEWIS, III, *Instructor in Communications and Assistant to the Director of Public Information and Publications*. (1968).
B.A., Bethany College; M.S., West Virginia University.
- DAVID T. SEIDMAN, *Instructor in Physics*. (1968).
B.S., Bethany College; M.S., Purdue University.
- ALBERT C. APPLIN, II, *Instructor in Health and Physical Education*. (1969).
B.A., Marietta College; M.S., The Pennsylvania State University; U.S. Naval Academy.
- LARRY J. FRYE, *Instructor in Library Science and Head Librarian*. (1969).
B.A., Bethany College; M.L.S., Rutgers University.
- DOROTHY HUESTIS, (MRS.), *Instructor of Education*. (1969).
A.B., M.A., Indiana University.
- DANIEL A. MARGONI, *Instructor in Music*. (1969).
B.M.E., West Virginia University; M.Mus., Indiana University.
- WILLIAM C. MYERS, *Instructor in Library Science and Associate Librarian*. (1969).
B.A., Otterbein College; M.Ed., Akron University; M.L.S., Kent State University.
- ERHARD STROBL, *Instructor in Foreign Languages*. (1969).
B.A., University of Vienna.

Distinguished Lecturers and Consultants

- C. WILLIAM O'NEILL, *Distinguished Lecturer in Public Affairs*. (1959).
A.B., Marietta College; LL.B., Ohio State; LL.D., Defiance College;
LL.D., Ohio University; LL.D., Miami University (Ohio); LL.D., Col-
lege of Steubenville; LL.D., West Virginia University; LH.D., Marietta
College; LL.D., Heidelberg College; LL.D., Wilberforce University.
- DON GILLIS, *Consultant in Music*. (1963).
A.B., B.Mus., Dr. Mus., Texas Christian University; M.Mus., North
Texas Teachers College.
- OLIVER MANNING, *Artist in Residence in the Department of Music*. (1961).
B.M., Louisiana State University; M.M., Cincinnati College—Conserva-
tory of Music.

Adjunct Faculty

- WILMA M. SHANER, (MRS.), *Part-time Instructor in Biology*. (1950).
A.B., Bethany College.
- LEVERING C. BONAR, *Lecturer in Education*. (1962).
A.B., Marshall University; M.A., University of Pittsburgh; West Liberty
State College; Carnegie-Mellon University; West Virginia University.
- NINA GOEHRING MCGOWAN, (MRS.), *Part-time Instructor in Music*.
(1966).
B.M., M.M., University of Michigan.
- MARGARET BOYD, *Lecturer in Education*. (1966).
A.B., Mount Union College; M.A., Ohio State University; Columbia
University; University of Pittsburgh; Kent State University; Miami
University.
- RICHARD B. SAFRAN, *Rabbi at Temple Beth El, Steubenville, Ohio*. (1967).
B.A., Brooklyn College; M.A., Hebrew Union College, Jewish Institute of
Religion.
- WILLIAM P. ROBERTS, S.J., *Assistant Professor of Theology and Acting
Chairman of the Department, Wheeling College*. (1968).
A.B., M.A.T., Ph.L. Fordham University; S.T.L. Weston College;
Candidate for Ph.D. Marquette University.
- BARTON R. UPDIKE, *Lecturer in Religion and Chaplain of the College*.
(1968).
A.B., Hanover College; B.D., Yale University Divinity School.
- ARTHUR E. BARBEAU, *Part-time Instructor in History and Political Science*.
(1969).
B.A., M.A., University of Pittsburgh.
- WILLIAM J. GARVIN, JR., *Lecturer in Communications*. (1969).
B.S., West Virginia University.
- KATHERINE M. METZNER, *Part-time Instructor in Classics*. (1969).
B.A., Goucher College; M.A., Columbia University; University of Wis-
consin; Vergilian School at Cumae.

ALOSI J.M. MOLOI, *Visiting Lecturer in History and Political Science.*
(1969).

B.A., M.A., University College of the North.

Committees of the Faculty and Staff

ACADEMIC REVIEW

Mr. Richardson, *Chairman*, Mr. J. D. Davis, Mr. Robert Myers, Mr. Preston, Mr. Sandercox, Mr. Sawtell, *Ex-officio*: Miss Gordon, Mr. Kurey. Student members: Charlotte Blair and Thomas Caracciolo.

ADMISSION

Mr. Kenney, *Chairman*, Mr. Bortz, Mr. Judy, Miss McGuffie, Mr. Richardson, Mr. Sandercox, Mr. Young, Mr. Wei.

ART COLLECTION

Mr. Hauptfuehrer, *Chairman*, Mr. Drinnon, Mr. Frye, Mr. Mitch, Mr. Wagner, Mr. Youngren. Student members: Mike Lavenson and Andrew Perlstein.

ATHLETICS

Mr. Kimpton, *Chairman*, Mr. Allison, Mr. Goin, Mr. Perrine, Miss Reed, Mr. Shoup. Student members: Hartford Inlow and Nancy Penrose.

CULTURAL ACTIVITIES

Mr. Lester, *Chairman*, Mrs. Cole, Mr. Drinnon, Mr. Hauptfuehrer, Mr. Lozier, Mr. Miller. *Ex-officio*: Mr. Sandercox. Student members: Michael Baly, Tom Caracciolo, Bruce Dersch, Joseph Krajasa, Patricia Saunders.

CURRICULUM

Mr. Richardson, *Chairman*, Mr. J. U. Davis, Mr. Draper, Mr. Porter, Mr. Preston, Mr. Ray, Mr. Taylor. Student members: Senior—Stelios Papadopoulos and Junior—Gene Valentine.

EDUCATIONAL MEDIA

Mr. Larson, *Chairman*, Mr. J. D. Davis, Mr. Garvin, Mr. Graham, Mr. Ripps, Mr. Thackray.

FACULTY WELFARE AND SECURITY

(1) Mr. Young; (2) Mr. Kenney and Mr. Lester.

GANS AWARD

Mr. Weimer, *Chairman*, Mr. Draper, Mr. Larson, Mr. Tye, Mr. Wei.

HONORS

Mr. Robert Myers, *Chairman*, Mr. Clark, Mr. Kenney, Mr. McKenzie, Mr. Miller, Mr. Mitch, Mr. Richardson, Mr. Sandercox, Mr. Taylor.

INTERNATIONAL EDUCATION

Mr. Richardson, *Chairman*, Mr. Camp, Mr. Carty, Mr. Kimpton, Miss Mathison, Mr. Schweinfurth, Mr. Wu. Student members: Paul Helsby and Kenneth Mielke.

JANUARY TERM

Mr. Richardson, *Chairman*, Mr. Cunningham, Mr. Lester, Mr. Porter, Mr. Sawtell, Mr. Schweinfurth, Mr. Shoup, Mr. Young. Student members: Richard Hull, Michael Kaufmann, Carol Somplatsky, Jan Wroten, David Zarnoch.

LIBRARY

Mr. Kirkpatrick, *Chairman*, Mr. Becker, Mrs. Carty, Miss McGuffie, Mr. Pastor, Mr. Young. *Ex-officio*: Mr. Frye and Mr. William Myers. Student members: David Shoemaker and John Warrick.

MINISTERIAL

Mr. Preston, *Chairman*, Mr. Kenney, Mr. Sillars, Mr. Updike. Student members: George Waterbury and John Whiteside.

ORIENTATION

Mr. Cunningham, *Chairman*, Mr. Allison, Mrs. Carty, Miss Mathison, Mr. Mulcahy, Mr. Thackray. Student members: Carol Hansen, Robert Lamb, Barry Piacenzo, Clifford Wright.

RELIGIOUS LIFE

Mr. Updike, *Chairman*, Mr. Carty, Mr. Lester, Rabbi Safran, Mr. Sandercox, Father Seidel. Student members: Daniel Burkhart, Anne Gentry, Carol Hansen, Mary Kay Novak.

SCHEDULE AND CALENDAR

Mr. Kurey, *Chairman*, Mr. Allison, Mr. Goin, Miss Gordon, Mr. Spence. *Ex-officio*: Miss Nicholson. Student members: Margaret Akers, Richard Canfield, Pasco Loffredo, William Warnky.

SCHOLARSHIP AND FINANCIAL AID

Mr. Sandercox, *Chairman*, Mr. Graham, Miss Reed, Mr. Richardson, Mr. Sillars, Mr. Youngren.

TEACHER EDUCATION ADVISORY

Mr. Larson, *Chairman*, Mr. Allen, Mr. J. U. Davis, Mr. Kirkpatrick, Mr. McKenzie, Mr. Spence. Student members: Diane Dorrell and William Hawkins.

TEACHER EDUCATION REVIEW

Mr. Spence, *Chairman*, Mr. J. U. Davis, Mrs. Hanna, Mr. Judy, Miss Mathison, Mr. Sandercox.

TESTING

Mr. Sandercox, *Chairman*, Mr. Becker, Mr. Camp, Mr. Cunningham, Mr. Kurey, Mr. Perrine, Mr. Thackray. Student members: James Hatherly and William Macy.

BOARD OF COMMUNICATIONS

Mr. Carty, *Secretary*, Mr. J. U. Davis, Mr. Garvin, Mr. Graham, Mr. Hobe, Mr. Judy, Mr. Patterson. Student members: President of Student Board of Governors, who serves also as president of the BOC; Editors and Business Managers of publications and General Manager and Program Director of the Radio Station.

COLLEGE COUNCIL

Mr. Sandercox and Stelios Papadopoulos, *co-chairmen*; Mr. Carty, Mr. Draper, Mr. Graham, Mr. Hauptfuehrer, Mr. Kenney, Mr. Larson, Miss McGuffie, Mr. McKenzie, Mr. Patterson, Mr. Ray, Mr. Richardson, Mr. Young, Mr. Youngren and Miss Gordon, *Secretary*. Student Members: Presidents of Fraternities, Sororities and House Associations.

STUDENT STATISTICAL DATA*ACADEMIC YEAR 1968-69***Enrollment by Classes**

	Full Time		Part Time		Total
	Men	Women	Men	Women	
Seniors	174	98	3	3	278
Juniors	134	85	0	1	220
Sophomores	151	116	0	1	268
Freshmen	165	143	0	0	308
Transfers	6	7	0	0	13
Unclassifieds	1	0	6	24	31
Special Students ..	6	2	1	0	9
Nurses			2	49	51
Total	637	451	12	78	1178

Enrollment by States and Foreign Countries

Arizona	1	Massachusetts	15
BRAZIL	1	Michigan	6
California	3	Montana	1
Connecticut	62	New Jersey	182
Delaware	3	New York	120
EGYPT	1	North Carolina	2
ENGLAND	1	Ohio	156
Florida	5	PANAMA	1
Georgia	1	Pennsylvania	352
GREECE	1	PUERTO RICO	1
HONG KONG	2	Rhode Island	3
ICELAND	1	SWITZERLAND	1
Illinois	2	Tennessee	1
INDIA	1	Texas	1
Indiana	17	Vermont	2
JAPAN	1	Virginia	22
Kentucky	2	Washington, D.C.	9
LEBANON	1	WEST AFRICA	2
MARSHALL ISLANDS	1	West Virginia	179
Maryland	15	Total	1178

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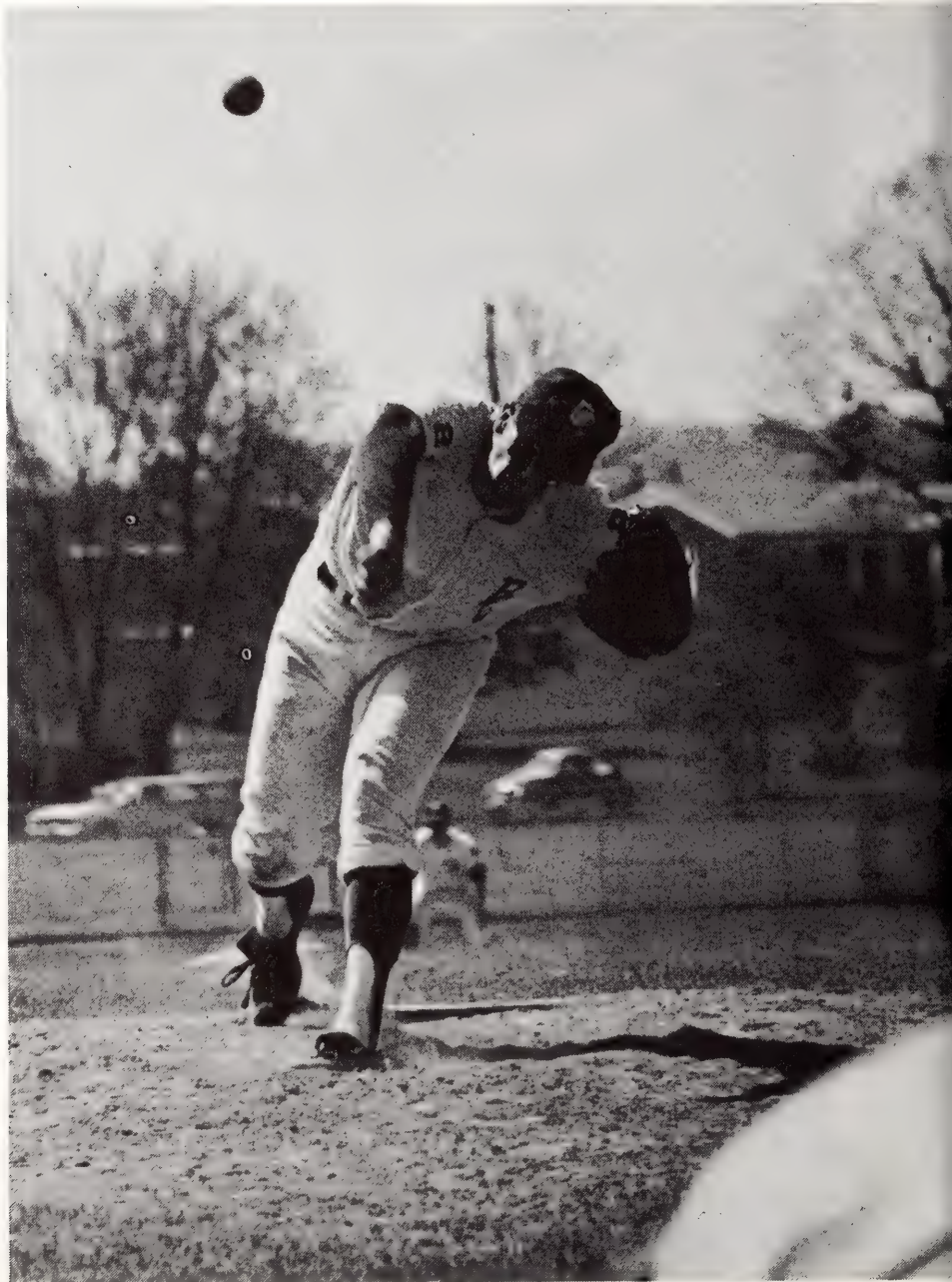
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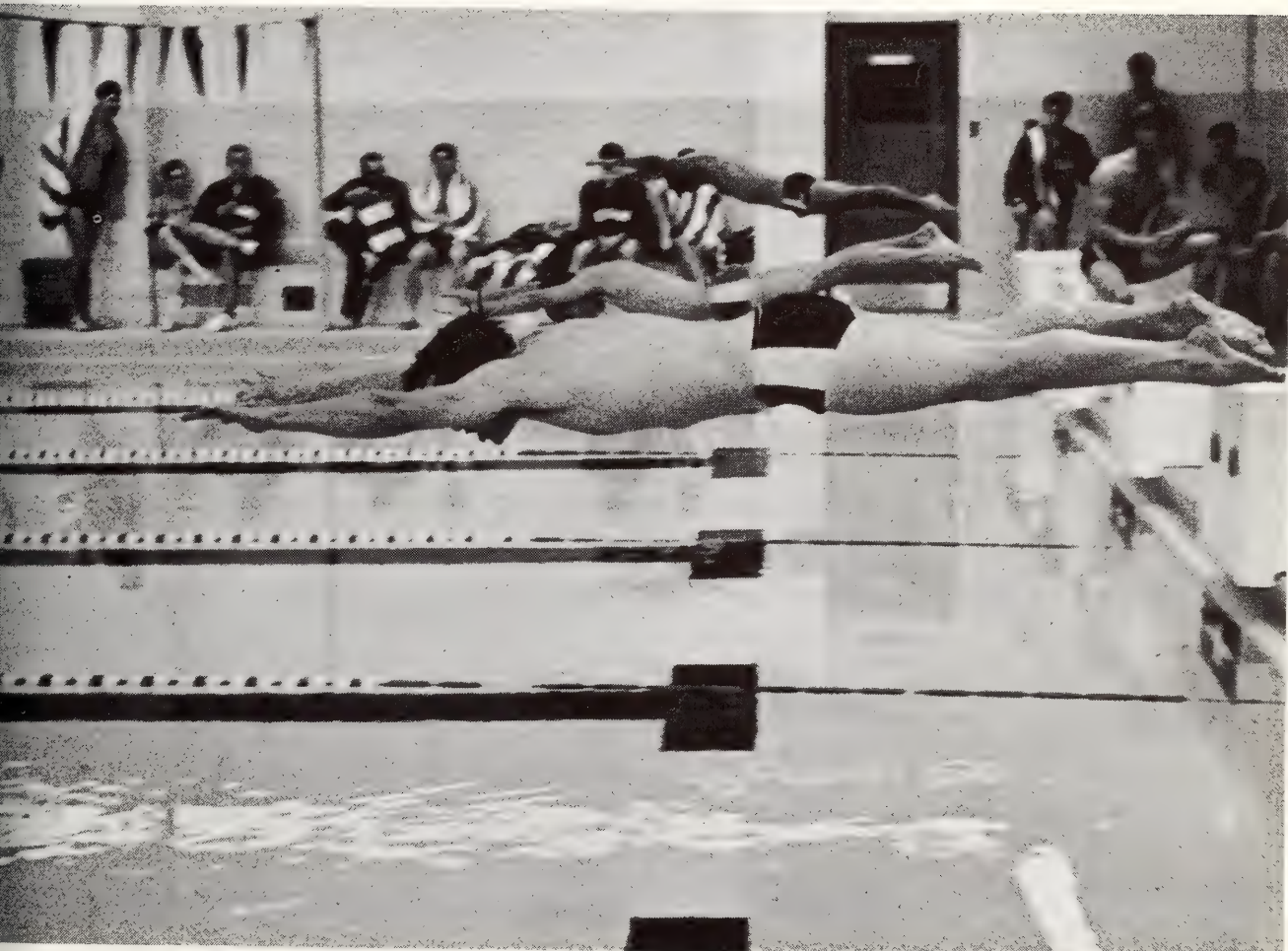
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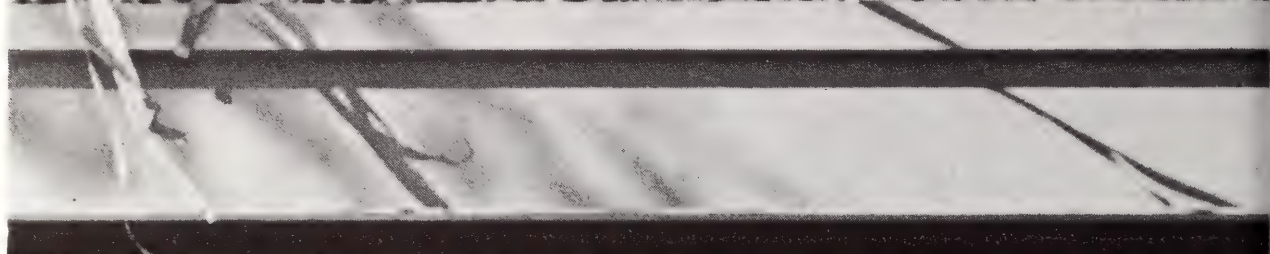
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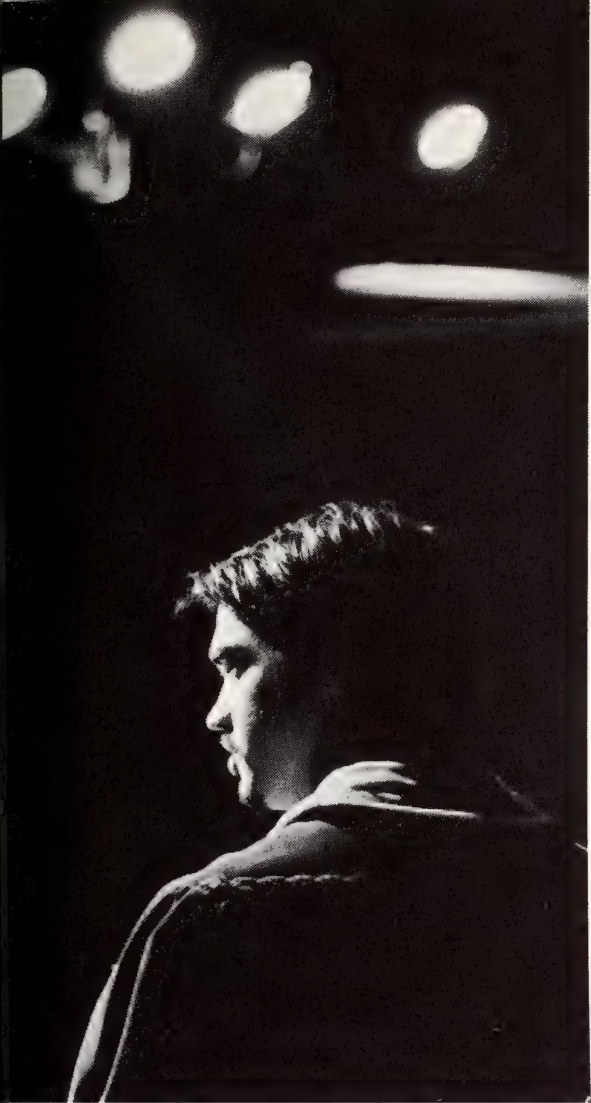


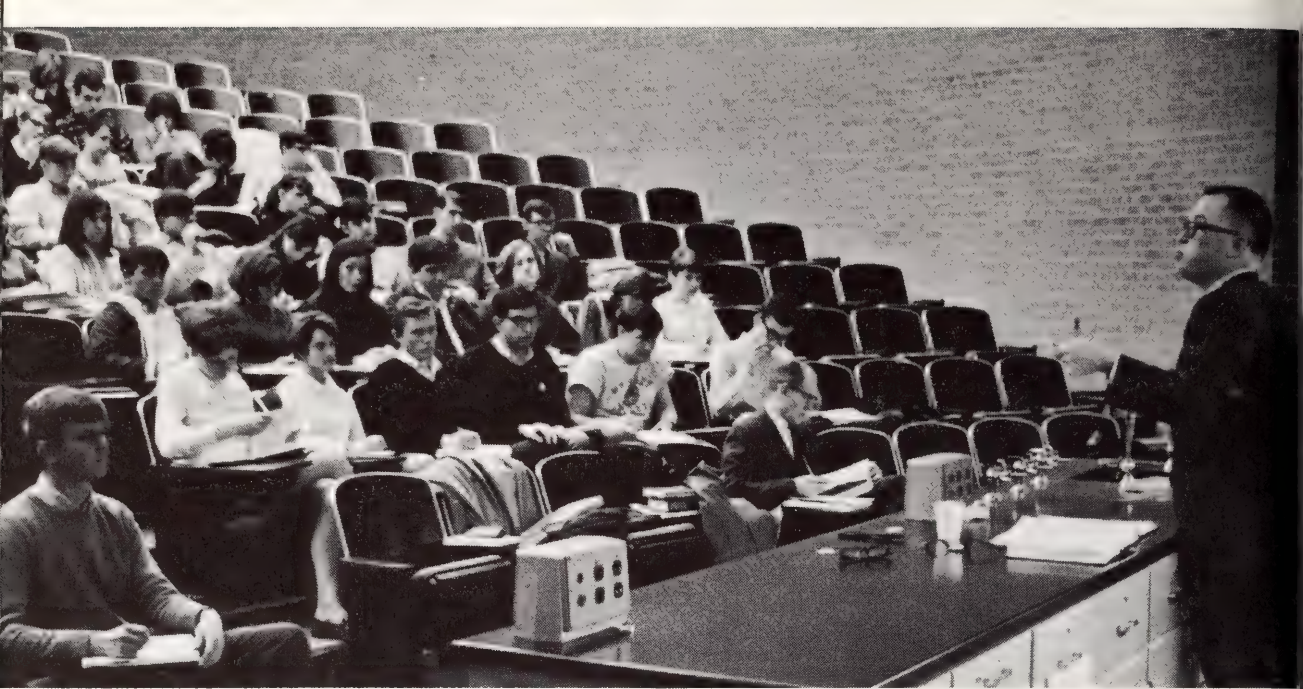


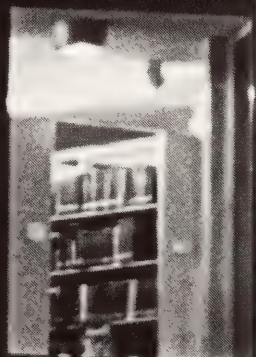
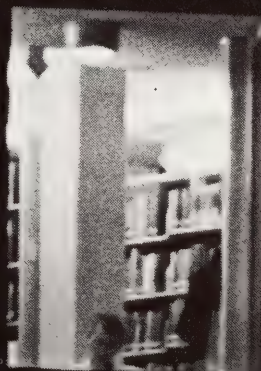
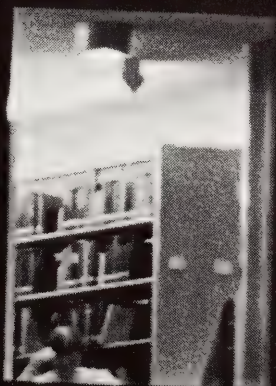
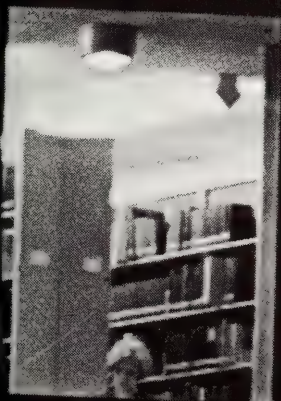
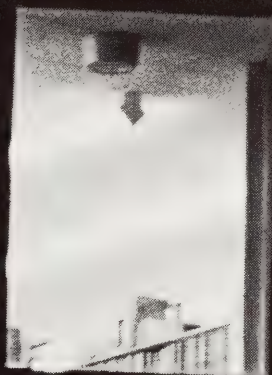
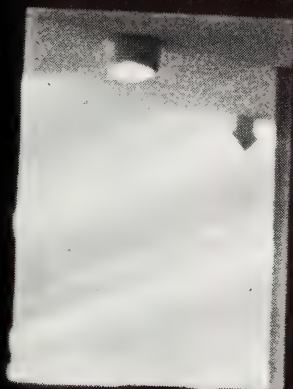
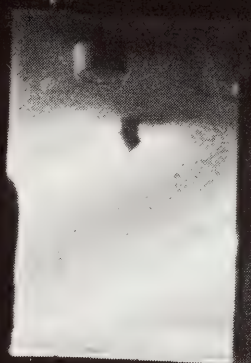
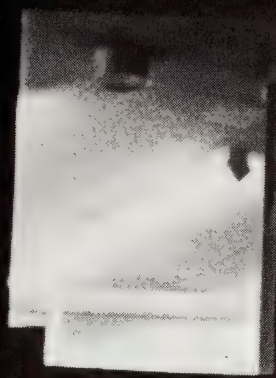








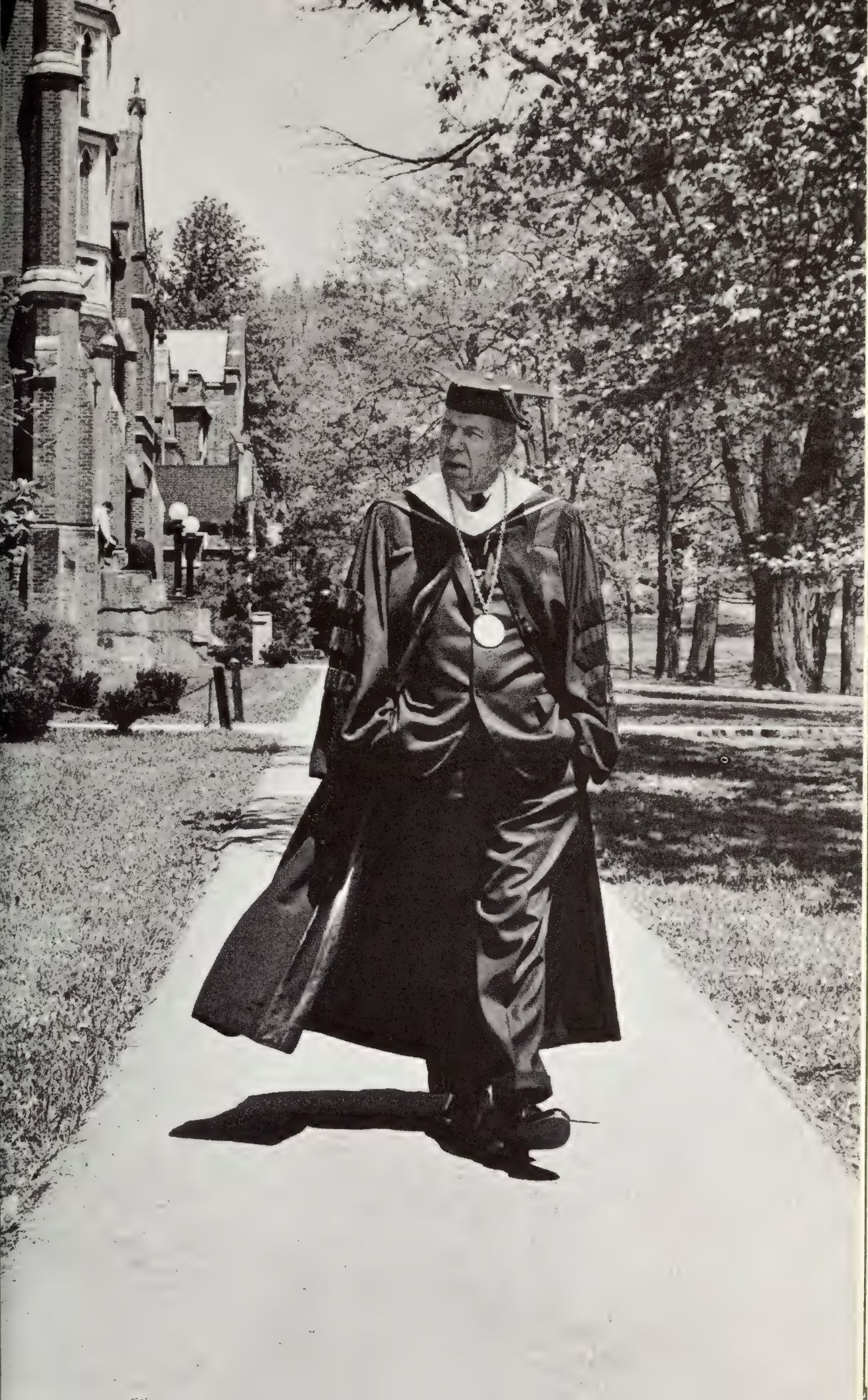














LEGEND

- | | |
|--------------------------|------------------------------|
| 1 Old Main | 17 Benedum Commons |
| 2 Commencement Hall | 18 Memorial Church |
| 3 Oglebay Hall | 19 Campbell Hall |
| 4 Steinman Hall | 20 A. McLean Hall |
| 5 Pendleton Heights | 21 McEachern Hall |
| 6 Irvin Gym | 22 Amphitheater |
| 7 Richardson Hall | 23 Tennis Courts |
| 8 T. W. Phillips Library | 24 John J. Knight Natatorium |
| 9 Morlan Hall | 25 Residence Hall |
| 10 Harlan Hall | 26 Faculty Apartments |
| 11 Phillips Hall | 27 Highland Hearth |
| 12 Cramblet Hall | 28 Leadership Center |
| 13 Cochran Hall | 29 Rine Fields |
| 14 Infirmary | 30 Alumni Field House |
| 15 Gateway Hall | 31 Heating Plant |
| 16 Bethany House | 32 Maintenance Building |

Scale 1" = 100'



EXPECTED TO BE UNDER CONSTRUCTION IN 1957-58

BETHANY COLLEGE MASTER PLAN

BETHANY COLLEGE BULLETIN

Bethany, West Virginia 26032

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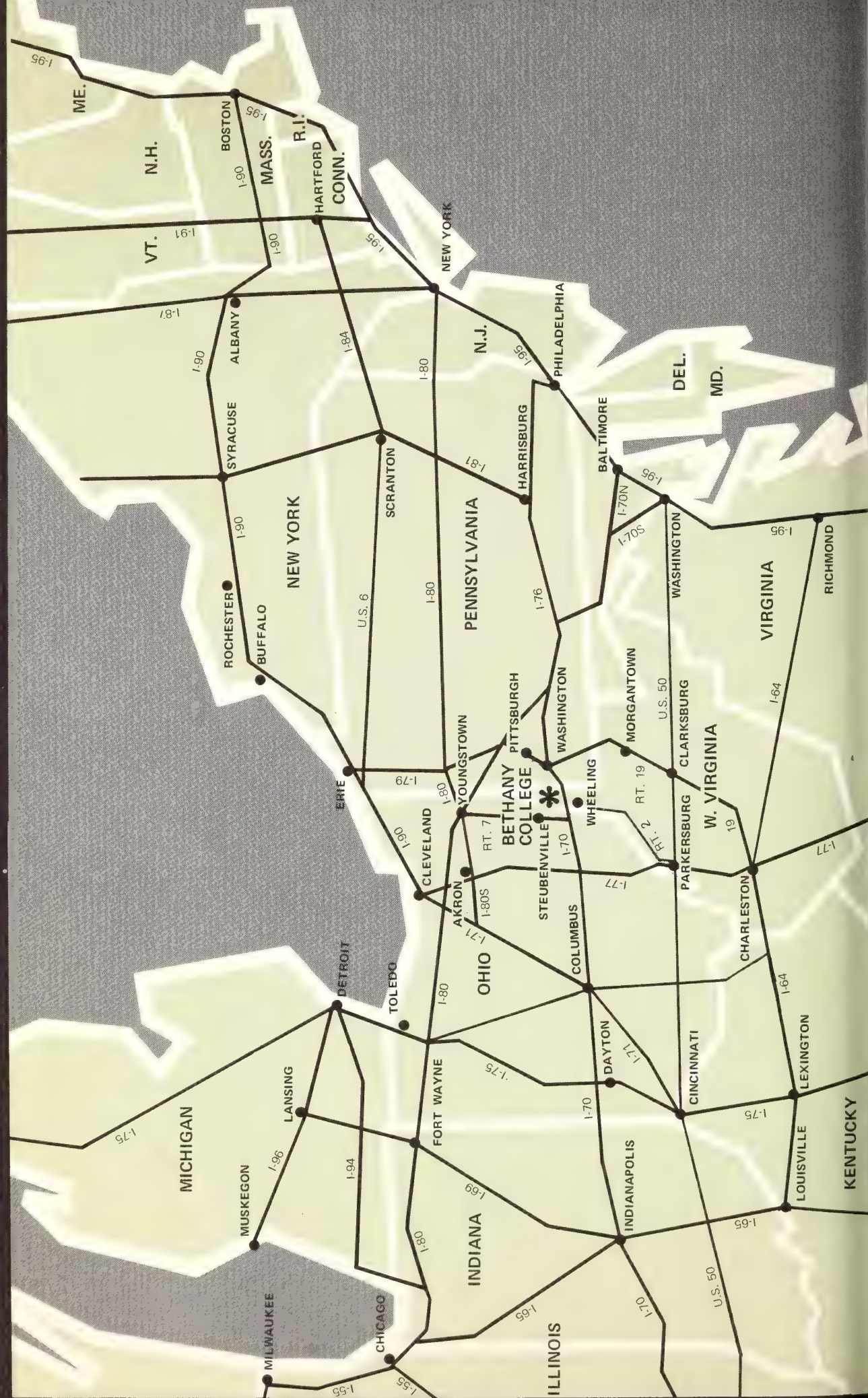
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BETHANY COLLEGE bulletin

1970
1971





BETHANY COLLEGE

Bethany, W. Va.

1970-1971 CATALOG

THE ONE HUNDRED AND THIRTIETH
ACADEMIC YEAR

CHARTERED AS A COLLEGE
MARCH 2, 1840, BY THE ASSEMBLY OF VIRGINIA
BUFFALO SEMINARY INSTITUTE IN 1818

BETHANY COLLEGE BULLETIN

Vol. LXIII

September 1970

No. 8

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CORRESPONDENCE DIRECTORY

Correspondence should be addressed as indicated below:

ADMINISTRATION AND GENERAL COLLEGE POLICY

President

EDUCATIONAL AND INSTRUCTIONAL PROGRAM

Vice President and Dean of the Faculty

STUDENT INTERESTS AND FINANCIAL AID

Vice President and Dean of Students

FINANCIAL MATTERS, STUDENT ACCOUNTS AND PURCHASING

Treasurer and Business Manager

ACADEMIC RECORDS

Registrar

ADMISSION

Director of Admission

ALUMNI RELATIONS

Director of Alumni Relations and Deferred Giving

DEVELOPMENT

Director of Development

PUBLIC RELATIONS AND PUBLICITY

Director of Public Information and Publications

CHURCH RELATIONS

Director of Church Relations

1970

College Calendar

AUGUST

S	M	T	W	T	F	S
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1971

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Tentative

First Semester

1970

AUGUST

29-31 Sat. - Mon.

29 Sat.

SEPTEMBER

1 Tue.
2 Wed., 8 a.m.
5 Sat.
10 Thur.
16 Wed.

Orientation and evaluation for
new students
Faculty Seminar

Registration
Classes begin for all students
Modern Language Reading Test
Formal Convocation
Last day for re-adjustment of
schedule without academic
penalty and last day to add
a course or to register for a
full class program (12 credit
hours)

OCTOBER

10 Sat.
16-17 Fri. - Sat.
23 Fri.
25-27 Sun. - Tue.

Parents Day
Homecoming
Mid-semester grades are called
Christian Living Emphasis
Week

NOVEMBER

16-25 Mon. - Wed.
25 Wed., 4 p.m.
30 Mon., 8 a.m.

Registration for Second Sem.
Thanksgiving recess begins
Thanksgiving recess ends

DECEMBER

1 Tue.
11 Fri.
16 Wed.
17-22 Thur. - Tue.

Election to recognition societies
All College Christmas Party
Reading Day
Final Examinations for First
Semester

1971

JANUARY TERM

JANUARY

4-29 Four Week Session — Special Projects

SECOND SEMESTER

JANUARY

29-30 Fri. - Sat.

30-31 Sat. - Sun.

Faculty and Departmental
Seminars
Registration and Orientation
for new students

FEBRUARY

1 Mon., 8 a.m.
4 Thur.
15 Mon.

Classes begin for all students
Formal Convocation
Last day for re-adjustment of
schedule without academic
penalty and last day to add a
course or to register for a full
class program (12 cr. hrs.)

MARCH

4	Thur.	Founders Day
5	Fri.	Election to recognition societies
19	Fri., 5 p.m.	Mid-semester grades are called
19	Fri., 5 p.m.	Spring recess begins
29	Mon., 8 a.m.	Spring recess ends

APRIL

8	Thur.	Undergraduate Record Examination
19-28	Mon. - Wed.	Registration 1971-72
22	Thur.	Honors Day
24	Sat.	Modern Language Reading Test
18-20	Sun. - Tue.	Ministers Workshop and Oreon E. Scott Lecture

MAY

1	Sat.	May Morning Breakfast for College Women
7	Fri., 5 p.m.	Reading Period begins for Seniors
7- 9	Fri. - Sun.	Spring Festival
9	Sun.	Mothers Day
17-22	Mon. - Sat.	Senior Comprehensive Exams
24-28	Mon. - Fri.	Final Examinations for Second Semester
27	Thur.	Faculty Meeting
28	Fri.	Annual Meeting of Board of Trustees
29	Sat.	Alumni Day
30	Sun.	Baccalaureate
31	Mon.	130th Annual Commencement

IMPORTANT DATES FOR 1971-1972

1971

AUGUST

28-30	Sat. - Mon.	Orientation and evaluation for new students
-------	-------------	---

SEPTEMBER

1	Wed., 8 a.m.	Classes begin for all students
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NOVEMBER

24	Wed., 4 p.m.	Thanksgiving recess begins
29	Mon., 8 p.m.	Thanksgiving recess ends

DECEMBER

16-21	Thur. - Tue.	Final Examinations for First Semester
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1972

JANUARY TERM

JANUARY

3-28	Four Week Session — Special Projects
29-30	Sat. - Sun. Registration and Orientation for new students

MARCH

17	Fri., 5 p.m.	Spring recess begins
27	Mon., 8 a.m.	Spring recess ends

MAY

29	Mon.	131st Annual Commencement
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APRIL

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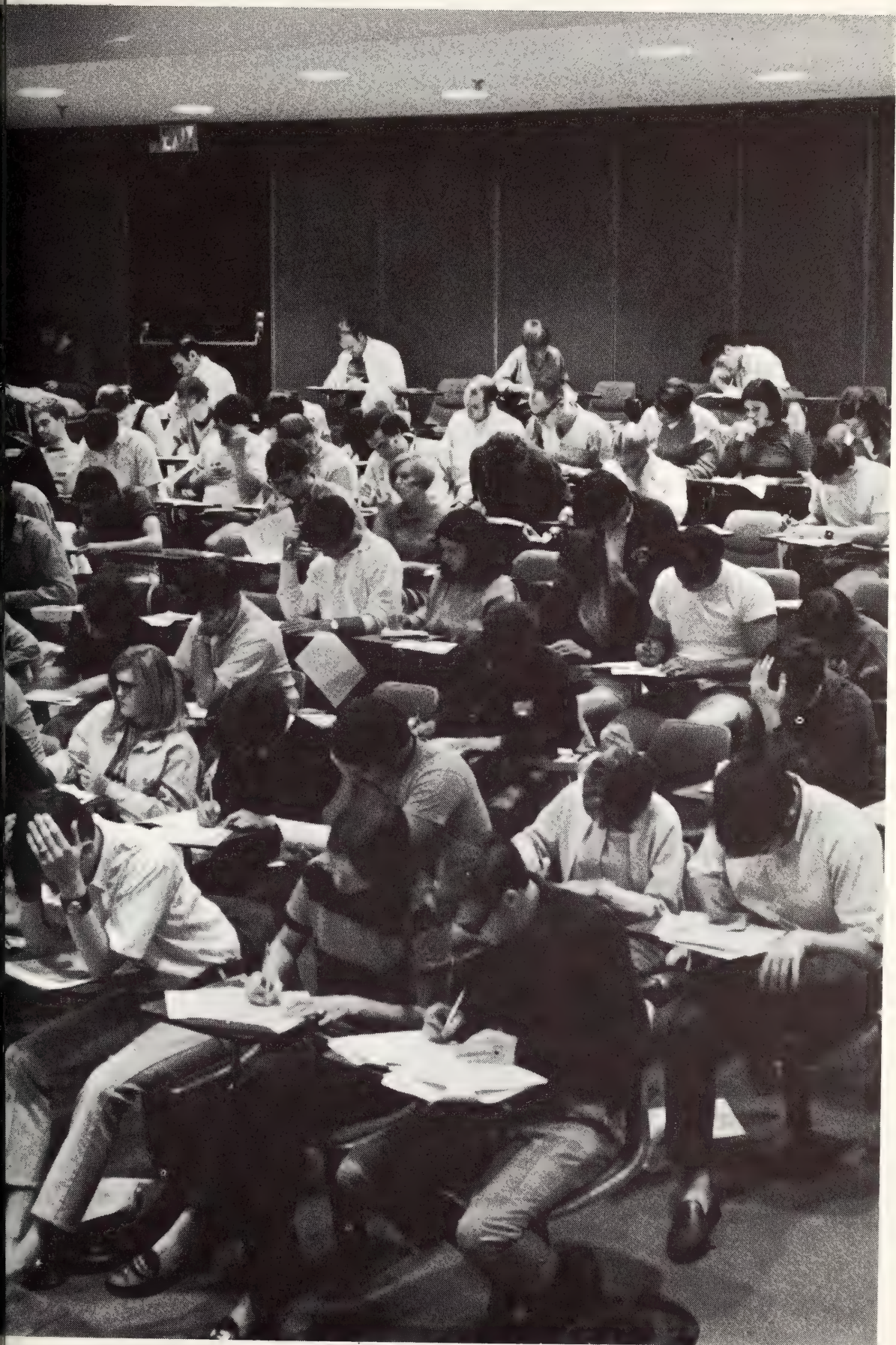


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The Spectrum of Liberal Arts



BRIDGES TO THE FUTURE

As America struggles to meet its commitment to the betterment of mankind, it encounters a critical need for the liberally educated mind. Technological miracles become commonplace. Communications approach immediacy. Man is learning to control his environment, his health, and even the organic make-up of his unborn children. But he questions strongly his progress in controlling himself.

More and more, he turns to liberal arts education for answers. Can scientific competence blend with human frailty? Of what benefit is nuclear fission if it becomes merely an incredible improvement on the bow and arrow? What is the value of prolonged life for the man who is desperately unhappy?

Where do we build the bridges between robust technology and social ills? Many believe that the primary location is on the campus of the liberal arts college.

Bethany College stakes its future on a dedication to this belief. Here students become acquainted with values as well as facts. The spectrum is wide. It spans areas of arts, sciences, and humanities. Each person becomes a participant, rather than a spectator in the unmasking of truths. He is invited to question, to search, and to discover his own responses to the interpretations of history, the realities of today, and the presumptions of tomorrow. He is challenged to build a foundation of knowledge that will ignite a zest for continuing education throughout life.

And in the Christian atmosphere of Bethany College, he is encouraged to balance personal enrichment with a compassion for his fellow man.

Liberal arts is at all times contemporary, because it concerns an appreciation of human actions and reactions wherever and whenever change occurs. But the basic purpose of liberal arts has no better definition than that provided by a founder of Bethany College, who described it more than a century ago:

"They are called liberal arts and sciences, not merely because they free the human mind from vulgar prejudices, ignorance, and error which they certainly do; but because they are general in their character and application, and open to us an extensive acquaintance with literature, science and art; and thus furnish us with the means of extending our acquaintance with nature, society, and the Bible, to any extent commensurate with the wants of our nature and the limits of our existence."

VIEW FROM THE TOWER

Bethany College encompasses 60 acres of Allegheny foothills in the Northern Panhandle of West Virginia. Located within the corporate limits of the town of Bethany, the campus is just three miles from Pennsylvania, seven miles from Ohio, and 35 miles north of the Mason-Dixon line. Pittsburgh is 70 minutes to the northeast, Wheeling 35 minutes to the southwest, and Steubenville 30 minutes to the northwest. The Wheeling airport is a 20-minute taxi ride away.

Academic and administrative buildings, women's residences, the women's gymnasium, and the president's home overlook the town from the crest of a hill. On the east slope of the main campus are the student center, infirmary, and men's residence halls. The west slope contains the field house, natatorium, and recreational areas for men and women.

About 1,300 acres of farm and timber land adjacent to the campus are available for student use. Nature trails and picnic areas have been developed in some areas.

ACCREDITATION

Bethany College is fully approved by regional and national accrediting agencies. It is a member of the North Central Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, the College Entrance Examination Board, the American Association of Colleges for Teacher Education, and the National Council for the Accreditation of Teacher Education.

The College is approved by West Virginia and all other state departments of education for the preparation of teachers. Women graduates are eligible for membership in the American Association of University Women.

Bethany also is a member of the Board of Higher Education of the Disciples of Christ.

COMMITMENT THROUGH THE YEARS

Bethany College was founded as a private educational foundation more than two decades before West Virginia became a state. It was chartered under the laws of the Commonwealth of Virginia on March 2, 1840, through action of the General Assembly.

The charter, creating "at or near Bethany, in the County of Brooke . . . a seminary of learning for the instruction of youth . . .", was written by Alexander Campbell, celebrated debater, Christian reformer, and educator, who also provided land for the campus and \$15,000 toward the first building.

The early curriculum and most of the faculty were gleaned from the then 20-year-old University of Virginia, whose founder, Thomas Jefferson, was greatly admired by Campbell. Ideas and architecture for the new college reflected Campbell's own study at the Scottish University of Glasgow, where academic experience dated back more than four centuries.

Since its beginning, Bethany has remained a four-year private college. The religious body known variously as the Christian Churches, Disciples of Christ, or Churches of Christ, of which Campbell was the principal founder, continues to be significant in the support and encouragement of the College, but with complete freedom from sectarian control.

When West Virginia became a separate state in 1863, the Bethany charter was unaltered. Both Alexander Campbell and his nephew, Wheeling publisher Archibald Campbell, played prominent roles in the wartime separation from Virginia. And the tower of Old Main at Bethany appears as one of four historical landmarks in the rotunda of the State Capitol at Charlestown.

During the War between the States, Bethany College officially was Unionist, but most students were from the southern states. Classes went on without interruption, although enrollment plunged to 33. Nation-wide waves of emotion tested the inner discipline of both teachers and students. The aged President Campbell described Bethany's plight, in common with all colleges of the South, as "almost reduced to a shadow compared with bygone days and years. Martial glory and military splendor has usurped the throne of literature, science, and religion."

But a post-war resurgence brought high honor to Bethany. Physics Professor A. E. Dolbear perfected the telephone receiver while on the faculty, then sold his patents to the Alexander Graham Bell interests at a modest figure, explaining that his interest was in science, not commerce. Author James Lane Allen wrote one of his most successful novels while he was teaching Latin at the College. A corresponding awakening of interest in the social sciences produced such graduates as Congressman Champ Clark and Supreme Court Justice Joseph Rucker Lamar.

Another crises, this one financial, struck in the 1890's. Only the courage of teachers and officers, backed by the generosity of trustees such as T. W. Phillips, Sr., and M. M. Cochran, kept classes going. Enrollment fell to 53 in 1898. A determined faculty, however, bravely raised entrance requirements and refused to sacrifice quality of instruction in the face of unpaid salaries.

Bethany weathered the financial storm. By the turn of the Century, new buildings began to rise. Private support began an acceleration that has brought Bethany to its present enviable endowment ranking of 10th among colleges of its size in the nation.

Bethany became one of the first institutions accredited by the Southern Association. Its name appeared on the first list of those accredited by the North Central Association. As early as 1930, 40 percent of the faculty held earned doctorates. Faculty members participated in an experimental program financed by the General Education Board and directed by the University of Chicago with a view to modernizing teaching methods. Comprehensive oral and written examinations were added to requirements for graduation.

The unbroken tradition of academic excellence was preserved staunchly when courses were adjusted to meet the national crises of two world wars. A student Army Training Corps was established in 1918, and a Navy V-12 unit operated during World War II, while emphasis continued to focus clearly on liberal arts and sciences.

Throughout its history, Bethany has cherished a tradition set down by its founder in 1850, that the College is "for the common cause, which knows not state, territory, lineage, blood, or policy of earth." Men and women of varied racial backgrounds are represented in the student body, on the faculty, and staff.

The hallmark of a Bethany education today is the same pursuit of truth in a context of freedom that Alexander Campbell wrote into the Charter and early bulletin of 1840.

Today's explosion of knowledge is a chain reaction. Its avenues of learning increase in size and number. But the academic exploration at Bethany remains personal. Among faculty, there is a sense of individual responsibility toward persons, not groups. And graduation is considered a beginning, not an end.

Facilities and Resources



CAMPUS BUILDINGS

Old Main, the central unit of the academic buildings of the College, was built in 1858 to replace the original building which had been destroyed by fire the previous year. The Tower at the center of this building dominates the campus and the town and is the chief architectural feature noted as one approaches the College.

Commencement Hall, completed in 1872, provides the setting for convocations, concerts, dramatic presentations and other gatherings of a general nature.

Oglebay Hall, dedicated in 1912, was built by the late Earl W. Oglebay of the class of 1869. The building accommodates the Departments of Biology and Psychology, and special research laboratories.

The Richardson Hall of Science, completed in 1964, which houses the Departments of Chemistry, Physics and Mathematics is named for Bethany's first Science Professor and is one of the outstanding Science Buildings in this country. The Benedum Foundation, the Phillips Family, Halford Morlan and the Kresge Foundation made major contributions to this project.

The Phillips Memorial Library, built in 1959, costing approximately a million dollars, is the gift of the Phillips family of Butler, Pa., as a memorial to T. W. Phillips, Sr. and T. W. Phillips, Jr.

Cramblet Hall houses the administrative offices of the college. This building is named in honor of two former presidents of the college, Thomas E. Cramblet and his son Wilbur H. Cramblet.

Faculty Office Building was given to the College in 1947. Of semi-permanent construction, it provides offices and seminar rooms.

The Alumni Field House, built in 1948 by gifts from alumni, former students and friends of the college, provides physical education facilities for men. It has recently been expanded by adding a hand-ball court and other facilities.

The Natatorium, completed in 1966, contains a regulation size pool. One side of the building can be opened to take advantage of good weather.

The Rine Recreation Fields were developed as a memorial to Edwin M. Rine, friend and benefactor of the College. The Rine Fields are adjacent to the Alumni Field House and include football and baseball fields, a quarter mile cinder track and an athletic field for use of college men.

The Irvin Gymnasium, built in 1919, was a gift to the College by members of the Irvin family of Big Run, Pennsylvania. It was the physical education center for all members of the student body until 1948. Since that time it has served as the center of physical education for women.

The Benedum Commons, completed in 1969, contains college dining rooms, private dining rooms, and snack bar. The Benedum Foundation and Berkman Foundation were major contributors to this facility.

The Bethany House, completed in 1948 and being remodeled in 1969, is the student union. The first floor contains a new automatic four lane bowling facility as well as game rooms. The alumni joined with the Renner Family to finish this facility.

Pendleton Heights, built in 1841 by William K. Pendleton, a member of the first faculty and second president of the College.

The Infirmary contains the office of the College Physicians, treatment and examination rooms, and wards for men and women.

The Outdoor Chapel is used for dramatics and other appropriate gatherings. This area, developed in cooperation with church groups in Pennsylvania and West Virginia, is also used as the site for vesper services at young people's summer conferences.

David and Irene Steinman Fine Arts Center, completed in 1969, houses the drama and music departments, classrooms, practice rooms and teaching theatre. The Steinman family was the major contributor.

Phillips Hall, built in 1929, is the central residence for women students. It replaced the original Phillips Hall which was a gift of Thomas W. Phillips.

Ivabell Harlan Hall, completed in 1960, is a residence hall for upperclass women. This building was made possible by a gift from C. Allen Harlan.

Morlan Hall, finished in 1963, is a residence for women. This building was made possible by a gift from H. J. Morlan.

Cochran Hall, a men's residence, was built in 1910 by Mark M. Cochran, class of 1875, as a memorial to his son Percy B. Cochran of the class of 1900.

Campbell Hall, constructed in 1956, is a modern residence housing 100 upperclassmen. It was made possible by gifts from the Christian Churches of West Virginia, New York, Pennsylvania, and Ohio.

A. McLean Hall, built in 1962, is a men's residence and Church Conference Center. The capital funds for it are being provided by contributions of the Christian Churches of West Virginia.

McEachern Hall, completed in 1963, is a men's residence and part of the Church Conference Center. The funds for it are being provided by Daniel V. McEachern and the Christian Churches of West Virginia.

Goodnight House and Woolery House are new 48 man houses built in 1967 on the hillside across from the Phillips Memorial Library. The houses are grouped in a wooded area with three other residence units.

Gateway Hall, located near the upper campus gates, is a residence for upperclass students.

Fraternity Houses. Six national fraternities for men maintain residences which provide housing and social facilities for their members.

Cochran Heating Plant which furnishes heat to buildings on the main campus was a gift of Mark M. Cochran in 1910.

Library

The T. W. Phillips Memorial Library contains over 100,000 volumes of selected books and periodicals. Supplementary services include microfilm files, microfilm readers, photocopier, recordings for work in speech and literature, a circulating art collection, and a music library of albums of recorded symphonies, concertos and operas.

The library receives 360 periodicals, and several metropolitan dailies and foreign language newspapers.

Through a program instituted by the Carnegie Library of Pittsburgh, the Carnegie-Mellon University, and the University of Pittsburgh, the facilities of these libraries and twelve cooperating colleges in Western Pennsylvania are available to students and faculty.

Several personal libraries and collections have been received by the College. The principal parts of the libraries of Alexander Campbell, Robert Richardson, Miss A. C. Pendleton, Archibald McLean, W. S. Priest, Levi Marshall, Miss Mary I. Nichols, R. H. Wynne, Cloyd Goodnight, M. M. Cochran, Mrs. Anna Ruth Bourne, Clarence A. Hanna, Miss Florence M. Hoagland, E. Lee Perry, Galen C. Hartman, Franklin T. Baker, Andrew Leitch, Forest H. Kirkpatrick, Miss Christine Burleson and W. P. Harmon are among these.

Valuable early literature of the Disciples of Christ has come from Samuel Lindsay, Rev. W. S. Good, Miss Ellen Thomas, Rev. Ben S. Ferrall, Almon B. Knowles, and others. Material related to the Disciples of Christ, together with papers and publications of historical importance to Bethany College, have been brought together in the Alexander Campbell Room located on the third floor of the library.

Twenty-one donors have established special funds for use in purchasing books for the collections.

Laboratories

Biology. The biology laboratories and seminar rooms, located in Oglebay Hall, provide instructional equipment for courses. Special laboratories and facilities are available for advanced students conducting independent studies.

Chemistry. Facilities for the Department of Chemistry occupy about half of the Robert Richardson Hall of Science. These include separate laboratories and stockrooms for general, analytical, organic and physical chemistry as well as for instrumental analysis including infrared and ultraviolet, spectral studies, independent study, radio-chemistry, shop work and glass working. There is available also a constant temperature room and a photographic dark room.

Adjacent to each faculty office is a private research laboratory and adjoining all offices is a departmental conference and seminar room. The chemistry library containing both journals and reference books, is housed in the science library on the first floor of the building.

Education. The Education Laboratory contains more than 1,000 of the latest editions of elementary and secondary school textbooks, teachers' manuals and workbooks, plus a variety of audio-visual materials and equipment for use by students and faculty.

Foreign Languages. The laboratories of the Department of Foreign Languages contain listen-respond-record equipment in thirty student booths, controlled by a master console capable of operating up to four different programs of tape and/or phonograph recordings simultaneously. Located at the entrance of Old Main, the laboratories are used in the audio-lingual approach to the learning of foreign languages employed at Bethany to develop the comprehensive and speaking competencies of students in the first- and second-year French, German, and Spanish courses and in the advanced conversations and methods courses. Native speakers are used to record the programs and to supervise the laboratory sessions.

Physics. The Physics Department is located on the first floor and in the basement of the Robert Richardson Hall of Science. There are laboratories for Physical Science and General Physics; special laboratories for advanced work in Optics, Electronics, Spectroscopy, and Nuclear Physics; an electron microscope room; a photographic darkroom with constant temperature facilities; and a machine shop.

Psychology. The laboratories of the Department of Psychology, located in Oglebay Hall, are equipped for work in experimental psychology, perception, mental measurements and some phases of applied psychology.

Studios and Workshops

Art. The Art Department has separate studios for drawing and painting, sculpture and ceramics. The ceramics studio is well equipped with electric kilns, wood kilns, potters wheels and spraying equipment. The sculpture studio is adapted for wood sculpture.

The Art Department exhibits one-man shows on the second floor of the Phillips Memorial Library and the gallery for student shows is available on the ground floor in Old Main and in the Steinman Center.

Drama. The Theatre Workshop is located in the Steinman Fine Arts Center. The workshop and the Little Theatre provide the facilities and opportunities for scenic work and dramatic productions. The stage and auditorium of Commencement Hall are available for major productions of the Department of Speech and Drama.

Music. The Music Department has, in the Steinman Center, teaching studios, studio-classrooms, a general rehearsal room for the larger choral and instrumental groups, and individual practice rooms. Use is also made of Commencement Hall for oratorio and opera productions. The organ which is used for teaching and practice is also located in Commencement Hall. Equipment includes grand pianos in the studios and the rehearsal room, practice console pianos in the other rooms, one two-manual harpsichord, a number of band and orchestral instruments, tape recording and photograph equipment, and a library of choral and instrumental music. Additional listening equipment is located in the Phillips Memorial Library.

COLLEGE RESOURCES

The gross assets of Bethany College at the end of the fiscal year June 30, 1969, totaled \$21,376,716. In the assets, Endowment Funds are listed at a book value of \$7,783,543 and College Plant and Equipment is listed at a cost value of \$11,664,532. Other assets include loan funds, agency funds and miscellaneous items.

The College recognizes, with appreciation, the gifts of funds which not only provide lasting memorials for individuals and families but also make possible the program of a private college of quality.

The expenses of the College are met only in part by payments of students. The balance is provided by income from endowment funds and by gifts. The private college depends upon the continued support of those who believe in its program.

Endowment Funds

The named endowment funds of the College include the following:

M. M. Cochran Endowment of President's Chair	\$100,000
M. M. Cochran General	500,000
M. M. Cochran Endowment of 1923	335,015
M. M. Cochran Special Trusts	836,384
T. W. Phillips, Sr., Chair of Old Testament	30,000
Sarah B. Cochran Chair of Philosophy	25,000

Moninger Memorial Bible Chair	24,980
George T. Oliver Chair of History	50,000
Pearl Mahaffey Chair of Modern Languages	1,860
R. A. Long Chair of Mathematics	50,000
T. W. Phillips, Jr.	59,277
Anna Louise Helwig	33,557
Men and Millions	66,150
George G. Cochran Family Fund	3,010
Robert MacDougald	9,210
E. M. Rine Trust (to date)	137,372
Wilson Beall Memorial	20,000
The Gans Fund for Research in Science	50,000
Miscellaneous General Endowments	409,164
The Ford Foundation	158,500
The Daniel F. Mullane Memorial	13,933
J. S. V. Allen	5,429
Osborne Booth Memorial	1,519
The Albert H. Hunt Memorial	36,069
David B. Steinman Memorial	25,000
Centennial Endowment Fund	43,570
Carl Clayton Endowment	21,100
C. Reid Miller	10,000
Arthur S. and Claire Holden	6,292
Dr. and Mrs. Francis W. Hibler	14,500
J. West Mitchell	1,914
Campbell Hagerman Watson Memorial	50,000

Library Funds

Michael L. Benedum	\$7,500
Thomas Bloch	1,000
Anna Ruth Bourne	12,749
Hamilton and Blanche Forman	1,000
Globe Refractories, Sidney Porter	1,250
Cloyd Goodnight	3,548
Irwin T. Green	1,235
Aleece C. Gresham	1,000
Delmar S. Harder	7,238
Galen Campbell Hartman	25,615
R. L. Ireland	1,290
Jessop Steel Company	1,000
Kresge Foundation	50,000
Halford Morlan	5,000

Daniel F. Mullane	1,000
H. C. Ogden	8,000
Kenneth Resseger	6,015
Weirton Steel Free Enterprise	2,500
Cyrus F. Yocum	2,615

Scholarship Funds

Named Funds for Scholarship and Student Aid purposes include:
(See Section on Scholarships and Financial Aids).

Mary A. Morrison	\$1,000
Isaac Mills	1,000
G. A. Willett	4,000
Isaac Brown	750
Albert C. Israel	500
Jennie Irvin Hayes	5,000
Ida Mae Irvin	5,000
Herbert Moninger	2,455
Josiah Wilson	2,576
John H. and Ida H. King	18,292
Minnie W. Schafer	8,350
John T. Smith	17,417
William Kimbrough Pendleton	20,000
Z. T. Vinson	1,600
Florence M. Hoagland	5,915
E. Lee Perry	11,928
William H. Vodrey	28,314
Arthur C. Stifel	44,013
Campbell Allen Harlan	64,500
Perry and Aleece Gresham	21,643
Greensburg (Pennsylvania) Area	26,429
N. W. and Bessie Evans	5,000
Patrick A. and Elizabeth Berry	5,000
Forrest H. Kirkpatrick	16,901
Irene O. Darnall	3,275
Lotta A. Calkins	21,045
John E. Sugden, Jr.	2,000
Marion and Frank Dunn	3,925
Argyle Campbell	4,521
Ministerial Training	6,558
National Campbell	12,589
H. J. Morlan	5,000
Herbert and Marguerite Rech	3,500
A. Dale Fiers Trust	3,123

Waymon and Dorothy Parsons	12,734
Earl and Jonsie Brink	3,000
Thomas J. Boyd	1,800
Florence Abercrombie	22,647
Robert Hileman Lee	50,299
E. E. Roberts	1,338
Charles C. Smith	5,050
Stuart King Tweedy Memorial	10,213
Elizabeth M. Shrontz	5,000
Reader's Digest Foundation	15,000
Ada P. Bennett	2,046
Bison Club	3,392
Elwood and Ethel Charnock	2,010
Jessie M. and Frank P. Fiess	1,000
Edwin K. Resseger, Jr.	1,785
Aleece C. Gresham	1,750
Fannie M. Bennett	2,070
Ben and Leona Brown	5,000
William G. and Carrie E. Bunyan	4,278
V. J. and Mary L. Hopkins	1,000
Flora Isenberg	42,500
Emma A. Lyon Memorial	2,320
Eli and Lee Rabb	11,373
West Virginia Emulation Endowment Trust	100,000
Sala Family Memorial	1,407
Nelson Evans Cook Trust	25,000
Arthur A. Wells, Jr.	22,900
Peter Tarr Heritage Endowment	2,062
Robert and Marie Tuck	1,630
Harriett Mortimer Toomey Music Endowment	1,423
Jean A. Boyd Scholarship	1,005
Endowed Prizes Chapman History	2,480
Beta Beta Beta — Biology	1,072
Osborne Booth — Religion	1,500
Cammie Pendleton — English	300
F. O. Carfer — Outstanding Senior Men	1,331
J. S. V. Allen — Physics	868
E. E. Roberts — Journalism	1,000
W. E. Garrison — Philosophy	160

Student Life



Bethany believes that many of the values students derive from college come from the informal education of residence halls, athletic fields, theatre, and the full-range of co-curricular activities. The weekly schedule of a student usually involves sixteen hours of class and about twice as many hours of preparation. Actually, study practices vary with the student in accordance with abilities, use of time, courses, and motivation. The academic program is rigorous, and the student's time is his own. The varied campus program at Bethany provides those diversions which stimulate, augment and support the student's academic efforts.

One of the primary functions of a college is to encourage the early and full maturation of the student. This means the stimulation not merely of intellectual growth, but the development of social and moral maturity as well. The campus program supports the classroom by such indirect means as intellectual climate, social atmosphere, and custom. What a student experiences in his college life is, to a substantial extent, what he really learns.

Bethany believes in principle and has learned through experience that the capacity of young men and women for handling the obligations of freedom is enlarged when they are given as much liberty in all dimensions of their lives as is commensurate with the ordered life and effective purpose of the college.

Restraints and regulations will be less necessary as Bethany students accept major responsibility for their behavior. This enables them to exercise their freedom in the knowledge that where this freedom is abused, disciplinary action will follow, generally in judg-

ment by their peers. Allowing young people this much responsibility may not be the safest course. It has risks for both the individual and the institution, and appearance might be better served by prescribing more rules for the community. But Bethany believes that education and moral growth are served by acceptance of personal obligation for conduct.

STUDENT GOVERNMENT

Many examples of Bethany's faith in student responsibility have emerged in recent years in student government. The Student Board of Governors, with representatives from all residence units, has great latitude in running its own affairs. It manages a substantial budget and appropriates funds for many diverse student activities. Representatives are appointed to many faculty committees including those concerned with curriculum, cultural programs, schedule, athletics, religious life, international education, and library.

Grass-roots student government is most evident in the residence halls. These units form the primary political groups of the campus, and self-government begins with them. Fraternities and house associations accommodate all upperclassmen in small self-governed units with responsibility for conduct; cultural, athletic and social programming; and care of their facilities. Sororities and the Morlan Hall Association provide much the same self-government for women, except that the Association of Women Students provides an additional vehicle for sharing with the College the responsibilities for women's residence halls.

The Freshman Council handles specific affairs pertaining to the first year class. Freshman Council members become voting members of the Student Board of Governors the second semester. It is hoped that the voice and effectiveness of this new organization will continue to expand.

Disciplinary problems are usually referred to one of the student judiciary organizations. House councils in each of the residence units serve the judicial function for problems that occur in the houses or residence halls. AWS Board hears most cases relating to women's social regulations. The Bethany College Student Court is the capstone of the student judiciary and serves as a court of appeals for other student judicial groups, as well as hearing cases referred to it by faculty and administrative officers. Only the President of the College can hear appeals of Student Court decisions.

RESIDENCE LIFE

Bethany recognizes the experience of group living as an important part of a college education. To that end the College operates living units that accommodate approximately 95% of its students. The Residence Hall Program provides that freshmen live together to provide maximum personalization through an on-going orientation program. In order to bring about such personalization the halls are staffed with Head Residents and Student Counselors. The staff provides for a greater awareness of student problems, concerns, and needs that arise during the adjustment to the college environment.

The living units of the upperclass students at Bethany constitute the primary social groups on campus, i.e., fraternities, sororities, and independent house associations. The upperclassmen's housing units are small, self-governed associations that accommodate an average of thirty students. The upperclass women are housed in larger, more traditional residence halls, but they are sub-divided to facilitate the procedures of the smaller associations. In all upperclass residences a vital and moving force is that of self-government. The fraternity or association is responsible for arranging cultural, recreational, intellectual, and social experiences for its members. Thus, the individuals within a house should feel a sense of self-determination and a greater sense of personal identity with his association and with his College.

The seven fraternities and five sororities at Bethany are nationally affiliated and constitute approximately sixty per cent of the student body. Like other organizations fraternities and sororities supplement student government and are primary political groups on campus. Interfraternity Council and Panhellenic Council, composed of representatives from each of the fraternities and sororities, act as the coordinating agencies in fraternal affairs and activities.

The fraternal organizations represented at Bethany are: Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Sigma Alpha Epsilon, Phi Kappa Tau, and Sigma Nu. The sororities represented are: Alpha Xi Delta, Kappa Delta, Pi Beta Phi, Phi Mu, and Zeta Tau Alpha.

RELIGIOUS PROGRAM

A wide variety of religious backgrounds is represented in the student body and faculty. While participation in religious concerns is entirely voluntary, there are substantial opportunities for religious exploration and participation on the campus.

Many of the students at Bethany College find in the Bethany Memorial Church an opportunity for expression of their religious faith.

The program for students at the church includes a College Class for Bible study and group discussion on religious themes, and morning worship each Sunday morning.

The minister of the Bethany Memorial Church, who is also the College Chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of the Wheeling Diocese of the Roman Catholic Church provides a chaplain for Catholic students. He is available on a weekly schedule for counseling, in addition to the celebration of the mass each Sunday.

The Jewish Fellowship meets every other week in space provided by the Bethany Memorial Church for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the group and entertain Jewish students for the high holidays.

Encounter, an interdenominational campus religious program is administered by the Office of the Chaplain. Encounter consists of four main divisions: the church and worship, the church and contemporary arts, the church and society, and the church and thought. Each division consists of two faculty advisors and from 10 to 15 students representing a cross-section of the student body. A special campus discussion program is offered once each month. Encounter involves not only discussion of religious issues, but also provides opportunity for actual service projects and field trips to various areas of social unrest and change. All interested students are invited to participate in this program.

Christian Living Emphasis Week, more familiarly known as CLEW, is planned and directed by a Campus Committee of students and faculty. CLEW brings to the campus nationally known leaders of various beliefs. Chapel services, class periods, residence halls, fraternity and sorority houses are thrown open to these leaders in an effort to convince each student of the importance of religion in life. Informal discussion groups and personal conferences are also a part of the program.

SOCIAL PROGRAM

Campus social life centers in the social groups: fraternities, sororities, and increasingly in the independent house associations. As on most co-educational campuses, much of the social life is casual and takes place whenever and wherever students relax and enjoy each other's company. A coffee date at the Barn, a line of bowling at Bethany House, or an evening of study together in a fraternity house lounge are all forms of the low-keyed society. Organized fraternity and sorority parties flourish on weekends. While most of these parties are held at the houses, many of the events are being scheduled off-campus.

Many top attractions are brought to campus by the College Union Committee. Last year, for example, the students brought Lester Lanin and his orchestra for Homecoming and The American Breed and Grass Roots for Spring Weekend. Other entertainment groups on campus last year were: The Impressions, The Saxons, Cold Blood, The Vogues, Pentangle, and Sweetwater. The budget for all the events is provided by the Student Government assessment.

ACTIVITIES AND ORGANIZATIONS

Cultural Activities

Faculty and students working together on the Cultural Activities Committee provide a wide variety of cultural events each academic year. A series of convocations on Environment, National Priorities, and Sexuality stirred much discussion on campus last year. National authorities were brought in to lead discussion in each area. Also on last years program were Dr. Alan Guttmacher of Planned Parenthood; Ramsey Clark, Former Attorney General of the United States; U.S. Senators George McGovern, Jennings Randolph, and Robert Packwood; Samuel Hazo, Steinman Poetry Lecturer.

Musically the cultural program presented the Pittsburgh Symphonetta; Eleanor Steber, Metropolitan Opera Soprano; and Nina McGowan, violinist and Oliver Manning, pianist and artist in residence. The program also included Dr. Vladimir Ussachevsky with a demonstration on Electronic Music and the annual Christmas performance of Handel's Messiah. Several traveling drama companies supplemented the college's regular program, which was extensive.

In addition to the regular Friday and Saturday night film schedule, the Cultural Activities Committee provided a series of foreign films; W. C. Fields films; and the New Cinema Festival, a series of international experimental films.

Athletics and Recreation

Intercollegiate athletics are considered an integral part of the Physical Education program, and are promoted to furnish those students who possess a high degree of skill in a variety of physical activities an opportunity to compete with students from other institutions with similar standards.

Intercollegiate sports at Bethany College include football, basketball, baseball, track, tennis, golf, cross country, wrestling, soccer and swimming. Membership is held in the Presidents' Athletic Conference, which includes the following schools: Allegheny, Thiel and Washington and Jefferson colleges in western Pennsylvania; Case Institute of Technology, Adelbert College of Case-Western Reserve University, and John Carroll Universities in Ohio.

Healthful athletic recreation is provided for the entire student body by an intramural program which includes a complete schedule of sports. This program is supervised by the Director of Intramural Athletics, a member of the staff in the Department of Physical Education.

The Women's Recreation Association encourages the participation of all women in a program of physical education and recreation. Facilities are provided for basketball, volley ball, tennis, hockey, speedball, swimming, and archery. The W.R.A. is host to delegations from tri-state colleges several times during the college year.

In addition to organized athletics and recreation, there are many opportunities available for students who wish to pursue individual interests. The sixteen hundred acres of college lands provides a natural setting for hiking and nature study. Ski slopes and riding stables are available at nearby Oglebay. Local farmers are often willing to board horses. An eighteen hole golf course is located six miles from campus. In addition to the availability of field house and playing fields, the College provides bowling, billiards, tennis courts, and swimming facilities for recreational use.

Publications, Radio, and Theatre

College publications include a campus newspaper, *The Bethany Tower*; a yearbook, *The Bethanian*; an orientation guidebook, *The Student Handbook*; and a literary journal, *The Harbinger*. The publications and the campus radio station, WVBC-FM, are under the supervision of the Board of Communications. The Board is chaired by the student body president and includes the student editors and business managers of all publications and general manager and program director of the radio station, along with seven members

of the faculty and administration. The Departments of English and Communications provide professional guidance.

The Theatre of the College offers experience to students with dramatic talent in the writing and producing of plays. Several plays are presented during the year. The work is correlated with the courses in Play Direction and Production and in Acting, under the supervision of the Department of Theatre. Every effort is made to give this work a distinctly educational value both to performers and to audiences. Any student with an interest in dramatics may participate in department productions.

Music

There is a wide choice of musical groups on campus in both vocal and instrumental fields. The **Concert Choir** with not more than 50 mixed voices presents concert performances on campus and goes on tour each spring. The repertoire consists primarily of serious, rather difficult works, sacred and secular, of all periods. There is opportunity within the choir for the formation of smaller ensembles to cultivate special types of repertoire, such as madrigals. The choir also cooperates with the Theatre Department in the production of one light opera each year.

The **Male Chorus** consists of 36 voices. The repertoire is varied with emphasis on serious works. When practicable there is a spring tour. The **Oratorio Chorus** presents the annual Christmas performance of Handel's "The Messiah."

The College's **Symphony Orchestra** is open to all who can qualify. Emphasis is on standard symphonic repertoire, developing reading ability, and professional ensemble playing. The **College Band** performs at most football games, many of the basketball games, and for special occasions throughout the year. Band members attend an instrumental seminar each fall before the opening of school. The **Brass Choir** appears in formal convocations and in concerts. It is open to qualified players by audition as vacancies occur. **Chamber Music** is provided by woodwind quintets, string quartets, and smaller ensembles that develop annually and are open to all who play orchestral instruments.

There is an opportunity for proficient orchestral musicians, especially string players, to play in the **Wheeling Symphony**, a fine orchestra with high standards of performance. To be admitted into the orchestra one must audition with the Symphony's director.

Departmental Clubs

Several active clubs and societies are sponsored by the various departments of the college. Membership is open to students whose interest in the field leads them to voluntary investigation and study. At club meetings students, faculty, and visiting lecturers have the opportunity to read papers and discuss developments in their field. The following clubs are now active on the campus: French Club, Sociology Club, Chemistry Club, German Club, Spanish Club, Economics Club, International Relations Club, Koinonia (Christian ministry), Physics and Math Club, and Psychology Society.

ACHIEVEMENT RECOGNITION

Bethany College undertakes to encourage superior achievement in scholarship and outstanding leadership in student affairs by public recognition at Commencement, on Honors Day and on other suitable occasions.

Graduation Honors

Students who have done academic work of unusual merit will be graduated with honors: Summa Cum Laude, Magna Cum Laude or Cum Laude. The awarding of honors is determined upon the basis of total quality points earned, standing in the Senior Comprehensive Examination, and the recommendation of the Student's Adviser.

Students who make an unusual record on the Senior Comprehensive Examination are listed at graduation as having "Passed With Distinction."

Class Honors

Junior and senior students of the College who complete the academic work of any one year with a scholarship index of 3.50 are recognized for "First Honors" for the year. Those who complete the academic work of any year with a scholarship index of 3.25 are recognized for "Second Honors" for the year. Freshman and Sophomore students of the College who complete the academic work of any one year with a scholarship index of 3.25 are recognized for "First Honors" for the year. Those who complete the academic work of any one year with a point average of 3.00 are recognized for "Second Honors" for the year.

Semester Honors List

At the end of each semester, a list of students who have rated high in academic attainment as attested by scholarship index are designated as "Students Distinguished in Scholarship." Often called The Dean's List, this distinction is determined by the Honors Committee.

Senior Fellowships

Certain members of the junior class may be designated as Senior Fellows for the following year. The selection is made from students who have attained unusual excellence in their Field of Concentration and who, by character and ability, can do special work in a department as an assistant in instruction or research. No more than ten senior fellowships are awarded in any one year. The selection of Senior Fellows is made by the Honors Committee from the nominations of the department chairmen.

Awards

The **Oreon E. Scott Award** is made each year to the graduating senior who has achieved the highest academic record over the four-year period. The donor of this award was a long-time Bethany trustee and a graduate of the Class of 1892.

The **Anna Ruth Bourne Award** is planned to stimulate scholarship among the women's social groups. This is a silver cup, provided by an anonymous donor, awarded to the active and bona fide women's social group whose active membership earned the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

The **W. Kirk Woolery Award** is offered to encourage scholarship among the men's social groups. This is a silver cup, donated by friends of the late Dr. Woolery who was Dean and Provost of the college. This cup is held by the active and bona fide men's social group whose active membership earned the highest scholarship standing during the preceding semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

The **Outstanding Junior Woman Award** is provided by the Pittsburgh Bethany College Club, comprising the college alumnae of Pittsburgh. This award is based on qualities of leadership, character,

conduct, and scholarship. The club has placed a suitable plaque in Phillips Hall on which the names of the winners are engraved. In addition, an individual gift is made each year to the person designated.

The Vira I. Heinz Award is granted each year to the Junior woman who has distinguished herself by leadership, character, conduct and scholarship and whose proposal for foreign travel will most significantly supplement her educational objectives. This award of \$1,500 for summer travel is provided by the Vira I. Heinz Fund of Pittsburgh, Pa. Mrs. Heinz received the honorary Doctor of Religious Education degree in 1969.

The W. F. Kennedy Prize is given each year to the outstanding young man in the junior class. This award, established by W. F. Kennedy of Wheeling, West Virginia, is awarded on the basis of his contribution to the college community life through leadership in activities, personal character, and scholarship.

The Freshman Writing Award is open to all Bethany freshmen and is judged on the merit of three types of writing: the essay, the short story, and poetry. The judging of the contest is under the direction of the Department of English.

The Pearl Mahaffey Prize is awarded each year to the outstanding senior major in languages, and was established by Mrs. Walter M. Haushalter '07 and other friends of Bethany's Emeritus Professor of Foreign Languages. Miss Mahaffey began her career at Bethany College as a teacher in 1908, and currently is a Trustee of the College.

The Shirley Morris Memorial Award, established by Theta chapter of Zeta Tau Alpha, in memory of Shirley Morris, a loyal member and past president of the chapter, is given annually to the outstanding student in the field of modern languages. Selection is made by the Modern Language Department of Bethany College.

The Beta Beta Beta Award, established by an anonymous donor, is an annual award made to the senior student majoring in Biology who has attained the highest academic rank in this field of concentration.

The Florence Hoagland Memorial Award, given by a graduate of the Class of 1944, is presented each year to the outstanding English concentrator in the graduating class. The award honors the memory of the late Miss Hoagland, who was for many years Professor of English at Bethany.

The Cammie Pendleton Awards, named in honor of Miss A. Campbellina Pendleton, Professor of Language and Literature of Bethany from 1884 to 1909, are presented annually to the outstanding junior and sophomore concentrating in English. The awards are given by Dwight B. MacCormack, Jr., of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

The Christine Burleson Memorial Award in English, given by a graduate of the class of 1936, is presented each year to the senior English concentrator who has attained the second highest rank in English. The award honors the memory of the late Miss Burleson, who was Professor of English and Dean of Women from 1932 to 1936.

The E. E. Roberts Distinguished Prize in Campus Journalism is awarded annually to an outstanding student who excels in work on a student publication, academic work in the Department of Journalism, or both.

The Garrison Prize is presented in recognition of outstanding achievement in one or more areas of philosophy. The award honors the memory of the late Dr. Winfred E. Garrison, graduate of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the area of higher education, history, and philosophy.

J. S. V. Allen Memorial—A fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding student of Physics at Bethany College.

Frank Alfred Chapman Memorial—A fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding student of History at Bethany College. Preference is given to students of American History and the Ohio Valley.

The Osborne Booth Prize In Religion is given each year to the student who excels in studies in the field of religion. The late Osborne Booth was T. W. Phillips Professor of Old Testament when he retired in 1964 after thirty-five years of teaching at Bethany.

The Francis O. Carfer Prize is given each year to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College during his undergraduate years. Mr. Carfer, a Trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishment and characteristics of loyalty, service, and devotion to Bethany College.

Senior Award in Chemistry. This award, by anonymous donor, is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in his major field, including the record made on the Senior Comprehensive Examination.

The Psychology Society Award is presented annually to the senior majoring in psychology who has maintained the highest academic average in his studies in the department.

Honor Societies

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

Gamma Sigma Kappa is the honorary scholastic fraternity founded at Bethany College in 1932. Students maintaining a scholarship index of 3.25 for four consecutive semesters, provided that in no semester their scholarship index falls below an average of 3.00, are, upon recommendation by the faculty Honors Committee, eligible for membership.

Bethany Kalon is an honor society established in 1948 to give recognition to students who have demonstrated competent and unselfish leadership in student activities, have been constructive citizens of the college community, and have high character. It is open only to juniors and seniors. Selection is made by the members of the society with the advice and approval of the Honors Committee.

The West Virginia Delta Chapter of Pi Gamma Mu is an honorary social studies fraternity. Students maintaining a high scholarship index in 20 semester hours of social studies are eligible for membership.

Alpha Phi Chapter of Beta Beta Beta is an honorary society for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation in the life sciences.

Gamma Upsilon Chapter of Lambda Iota Tau. Lambda Iota Tau is an international honor society whose purpose is to encourage and reward scholastic excellence in the study of literature. Membership is limited to students enrolled in at least their fifth college semester who are in the upper thirty-five per cent of their class in cumulative grade-point average, who have completed a minimum of twelve semester hours of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have pre-

sented a scholarly, critical, or creative paper which has been accepted by the chapter. Lambda Iota Tau is a member of the Association of College Honor Societies.

Tau Chapter of Omicron Delta Epsilon, National Honor Society in Economics, was established at Bethany College in 1960. Membership is limited to students of at least Junior standing, who have completed 12 or more semester hours of courses in Economics with an average of B plus or higher, and whose grade average in all courses is at least B.

Beta Gamma of Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing a certain number of major and minor roles in the plays presented on campus. Provision is also made for crediting other kinds of dramatic work on the technical and business side of play production as equivalent to major and minor roles.

Mu Epsilon Chapter of Phi Alpha Theta was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 hours of history with an average of B plus or higher, with at least a B average in two-thirds of all other studies. Members must also rank in the upper 35% of their classes.

The Bethany Chapter of Pi Delta Epsilon, a national recognition society in journalism, was first formed on the Bethany campus in 1947, and reactivated in 1967. The purpose of the society is to elevate the cause of journalism, to foster the mutual welfare of student publications, and to reward the journalist for his efforts, service, and accomplishments by admission to its membership.

HEALTH SERVICE

The college recognizes its responsibility for the physical well-being of its students and undertakes to provide adequate facilities and procedures to safeguard their health. Attention is given to the prevention of illness or accidents as well as to treatment and cure.

The College Infirmary

The College Infirmary, in charge of the College Nurse and her assistants, is open while the College is in session. It includes the physician's office, dispensary, treatment rooms, medicine room, and wards for men and women.

The College Physician is in the infirmary each day for consultation, examination, and treatment without charge.

DISPENSARY

Each student is expected to report any illness to the college dispensary. The Head of Residence in any college facility should be advised at once if a student is ill and unable to report to the dispensary. Students may not make requests for nursing services outside the infirmary. In the event of contagious or infectious disease, students will be expected to observe all regulations which may be prescribed by the college officers or public health officials.

Arrangements can be made for vaccinations, cold serums and special treatments at the college dispensary. No extensive medical or surgical procedures are carried out at the infirmary, but all minor ailments will be cared for, and some medicines will be supplied.

EXAMINATION AND TREATMENT

All students registering for the first time at Bethany are advised to send a record of a recent and thorough physical examination by their family physician. Those who have not done so will be examined by the College Physician and may be required to follow his recommendations.

When medical care is needed outside the infirmary, advisory assistance in securing outside services will be given but the expense of such treatment must be paid by the student.

Students are free to employ either the College Physician or a physician of their own choice in any case of illness. Physicians in all major specialties are available in Wellsburg or Wheeling.

INFIRMARY CARE

In case of need, each student is entitled to three days per semester of resident care in the infirmary with no additional charge. The cost of this service is covered by a portion of the General Fee. For periods in excess of this time, a charge of \$4.00 per day is made. Students not boarding in college dining halls will be charged \$4.00 per day for board during the period of hospitalization, beginning with the first day of admission to the Infirmary.

Student Health Insurance

The Student Health Service is not designed to cover accidents or serious illness requiring special medicine or surgical treatment or hospitalization. The College therefore makes available to its students and their parents medical, surgical and hospitalization insurance to afford reasonable protection for those cases which exceed the bene-

fits and services extended by the College Infirmary. The cost is \$15.00 per semester, and will be included in the College invoice, unless the appropriate waiver is forwarded to the Business Office as specified.

ADVISING AND COUNSELING

The advising and counseling of students are important segments of the educational program at Bethany College. The programs are designed to provide resources which will help each student with academic, personal, spiritual, social, and vocational problems from the time he is granted admission to Bethany until graduation.

Bethany College recognizes the need to provide its entering students an introduction to their work in new surroundings, and requires freshmen to come to the campus several days before the formal registration of other students. Orientation and evaluation days are planned not only to introduce the students to the College, but also to introduce the college to the students.

From the beginning of his college career each student is assigned a selected Faculty Advisor who provides him with guidance through the first two years or until he chooses a major field of study. When he makes the choice of a major field of study, the student is assigned to a Faculty Advisor in the department in which he has chosen to concentrate. A Faculty Advisor helps the student plan an academic program consistent with the aims and obligations of a liberal arts education, and a program which is in keeping with the student's abilities, aptitudes, and aspirations.

The chief officer in charge of student advising and counseling, student welfare, and coordination of all student personnel administration is the Dean of Students. Members of his staff are available for help in career guidance, social adjustment, financial problems, plans for graduate or professional study, or personal analysis.

Faculty Advisors

FOR FRESHMEN

Mr. Applin, Mr. Becker, Mr. Bortz, Mr. Carty, Mr. Croston, Mr. Cunningham, Mr. J. U. Davis, Mr. DeVaul, Mr. Frye, Mr. Garvin, Mr. Grimes, Mr. Halt, Mr. Judy, Mr. Kenney, Mr. Lester, Miss McGuffie, Miss Mathison, Mr. Mitch, Mr. Myers, Mr. Nicholson, Mr. Peirce, Mr. Perrine, Mr. Ray, Mr. Richardson, Mr. Sandercox, Mr. Stebbins, Mr. Taylor, Mr. Thackray.

FOR FIELDS OF CONCENTRATION (Senior Advisors)

Art	Mr. Youngren
Biology	Mr. Sawtell
Chemistry	Mr. Draper
Communications	Mr. Carty
Economics	Mr. Halt
Education	Mr. Spence
English	Miss McGuffie
Fine Arts	Mr. Youngren, Mr. Hauptfuehrer
Foreign Languages	Mr. McKenzie
History and Political Science	Mr. Young
Mathematics	Mr. Tye
Music	Mr. Hauptfuehrer
Philosophy	Mr. Myers
Physical Education	Mr. Goin
Physics	Mr. Wei
Psychology	Mr. Peirce
Religion and Religious Education	Mr. Kenney
Sociology and Anthropology	Mr. Shoup
Theatre	Mr. Drinnon

FOR CAREER INTERESTS

Dentistry	Mr. Draper
Engineering	Mr. Wei
Law	Mr. Young
Medicine	Mr. Draper, Mr. Sawtell
Ministry	Mr. Kenney
Nursing	Mr. Draper
Radio	Mr. Garvin
Drama	Mr. Drinnon
Recreational Leadership	Mr. Goin
Social Work	Mr. Shoup
Teaching	Mr. Spence
Veterinary Medicine	Mr. Sawtell

FOR SPECIAL SERVICES

Undergraduate Scholarships	Mr. Sandercox
Foreign Students	Mr. Schweinfurth
Gans Fund Grants	Mr. Wei
Graduate Fellowships and Scholarships	Mr. Myers
Ministerial Training Awards	Mr. Sillars
Selective Service	Mr. Frye, Mr. Kurey
Social and Recreational Activities	Miss Nicholson
Vocational Information and Guidance	Mr. Cunningham

Vocational Guidance

In Modern Society practically every individual must make some plans for a vocation. Bethany College believes that a liberal education provides men and women with the most adequate preparation to meet the demands of our ever-changing society. Against a broad, carefully planned, liberal arts background, Bethany College students can select specialized courses or fields of concentration which will prepare them for admission to graduate and professional schools, or for entrance into the world of business.

Placement

Bethany College offers the opportunity of employment to a limited number of students. Students are not encouraged to seek work while at school unless their financial need so requires. Most of the positions available are limited to those students receiving a Bethany College Work Commitment as a portion of their financial aid package.

The Office of the Dean of Students serves as a center of information for summer employment. Applications and various folders from a variety of areas are made available to students upon request.

The vocational guidance and subsequent placement of the graduating senior is an important final step for those entering our society. The College entertains a number of company and school system representatives seeking qualified applicants. The College assists in the scheduling of primary contacts between graduating seniors and personnel officers within a particular area of interest. The College also assists graduates in placement through the national G. R. A. D. system. Graduates desiring information should contact either the Dean of Students or the Alumni Director of Bethany College.

STUDENT REGULATIONS

The College expects all students to be responsible citizens. The regulations of the College are for the protection of the rights of all members of the College community. Students who do not accept the necessity of responsible action or are antagonistic toward the spirit and purposes of the College may be dismissed or requested to leave at any time. In the administration of regulations and policies, the College will be guided in the treatment of individual cases by the general attitude of the student: whether or not he has proved himself a creditable member of the College Community, as shown by regularity in attendance at classes, promptness in the fulfillment

of obligations, earnestness in endeavor to profit by the college opportunities and an evident awareness and practice of high standards of social and moral conduct.

A complete description of the regulations of Bethany College on such matters as Class Attendance, Housing, Telephones, Dining Rooms, Health Services, Motor Vehicles, Use of Alcoholic Beverages, Eligibility Requirements and other areas of student life are contained in the Student Handbook.

Since the **Student Handbook** is usually distributed just prior to registration, applicants for admission might want to know the following in advance:

1. With the exception of commuters all students are required to live in College residences or fraternity houses unless excused by the Dean of Students.
2. All resident students are required to board in college dining halls unless excused by the Dean of Students. No refunds are granted for meals missed.
3. Freshmen are not permitted to bring automobiles to Bethany.
4. All new students are required to send a record of a recent and thorough physical examination by their family physician. All illness must be reported to the Infirmary.
5. The use or possession of intoxicating alcoholic beverages on the campus is prohibited.

Applicants who have questions about the regulations are invited to write to the Dean of Students for specific information.

Admission to the College



Bethany welcomes applications for admission from all those who consider themselves qualified and are sincere in their desire to enter the College. Admission is based on a careful review of *all the credentials presented* on behalf of the candidate and is on a competitive basis. The Committee on Admission accepts those it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission.

ADMISSION PROCEDURE

Application for admission to the freshman class should be made to the Director of Admission, Bethany College, Bethany, West Virginia. A candidate should file his application as early as possible in the year in which he seeks admission, preferably before the completion of the first half of his final preparatory year. Decisions of the Committee on Admission are mailed beginning in October and ending in April. Upon acceptance for admission, applicants are expected to make a non-refundable registration deposit of one hundred dollars within the period stipulated in the letter of admission.

Credentials for Admission

PROGRAM OF SECONDARY SCHOOL STUDIES

A candidate for admission is expected to complete a secondary school course which gives preparation for the work of a liberal arts college. Fifteen units of academic (college preparatory) work must be presented. Although the College does not prescribe how these

subjects shall be distributed, it expects a minimum of four years of English with the usual sequences in mathematics, science, foreign languages and social studies.

Applicants from public high schools must be in the upper half of their graduating classes. Candidates from private schools and other specialized schools should have college certifying grades in all subjects.

EXAMINATIONS

The College requires that all applicants take the Scholastic Aptitude Test of the College Entrance Examination Board. The test is given several times during the year at many centers throughout the world. Bethany will accept the scores from the examinations at any of the testing dates, but prefers the December or January administration of the test. Application forms for the test are usually available at secondary schools, but they may also be secured by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey.

Although not required for admission, all *accepted* applicants must present scores on three Achievement Tests (the English Composition Test and two others of the applicant's choice) for placement purposes. It is suggested that they be taken in the late spring of the senior year of secondary school.

INTERVIEW

Since Bethany is a small college and its members share a common life, the character and personal qualifications of students are of great importance. Every candidate should, therefore, have an interview if possible. Applicants who live near enough to Bethany to make the round trip in one day should arrange for an interview at the College.

The following visiting hours are maintained by the admission office:

9:30-11:30 A.M.	2:00-4:00 P.M.
Monday through Saturday	Monday through Friday

Applicants living at a greater distance would profit greatly from an interview on the campus. However, if a trip to the College is not possible, an interview with an Admission officer when he is travelling in the applicant's vicinity may often be arranged.

REFERENCES

Three references from persons who know the applicant well are required. The Admission Office will write directly to the persons the applicant gives as references on his application blank.

HEALTH REQUIREMENTS

After the candidate's admission the parents and family physician will be asked to provide a medical history adequate for the understanding of any problems which arise. Each candidate must also provide evidence of having had a successful smallpox vaccination within a three year period prior to entrance.

EARLY DECISION PLAN

The Committee on Admission is willing to give consideration for early decision to any student whose first choice of colleges is Bethany. A candidate interested in applying for an early decision should submit all credentials during the summer following the junior year. *In addition, the candidate must write a letter to the Director of Admission requesting an early decision on the basis that Bethany is the applicant's first choice.* Applicants under the early decision plan are notified of the action of the Committee on Admission during October and November of their senior year in secondary school. Applicants for early decision who are not accepted may be reconsidered in the spring on the usual admission program.

ADVANCED PLACEMENT

Entering freshmen who pass the Advanced Placement Tests, given in May by the College Entrance Examination Board, are admitted with advanced standing. Information about these tests can be obtained from the College Entrance Examination Board.

Programs of advanced placement other than that of the College Entrance Examination Board may be used when evaluated by the Bethany College faculty.

Any student who feels he is sufficiently well grounded in the subject matter of any of the prescribed courses for a baccalaureate degree or in any course in another area may make application to the Director of Testing to take an achievement test. The application should state the achievement test which the student desires to take on the basis of his preparation for the specific test. If the results of this test indicate sufficient mastery of the subject the prescription may be waived. Passing the achievement test will not

necessarily give credit in hours toward a degree. If there is evidence of a high degree of mastery of the subject matter in the area the student may receive academic credit toward a degree.

ADVANCED STANDING BY TRANSFER

A limited number of students from other approved colleges may be admitted by action of the Committee on Admission. *All applications for admission from students for advanced standing must be accompanied by official certificates stating the nature and extent of college courses attempted or completed, and all disciplinary and academic items that belong to such a record.* Academic work ranked below "average" (grade C) will not be accepted. Not more than sixty-five hours will be allowed for courses completed in Junior College.

Some academic credit may be allowed for training courses and educational experiences in the Armed Forces according to the general pattern recommended by "A Guide to the Evaluation of Educational Experiences in the Armed Services" issued by the American Council on Education, provided such courses or experiences are appropriately related to a college of liberal arts and sciences.

A student transferring to Bethany cannot be granted a degree unless he has been in attendance at the College at least a full year.

UNCLASSIFIED STUDENTS

A very limited number of mature students who are not candidates for a degree may be admitted to the College as "unclassified students." Approval for such enrollment will be given only if the applicant can satisfy the Committee on Admission that he can pursue the courses with profit, that he has a serious purpose in mind, and that he can meet the general requirements as to health, character and mental ability.

DISCIPLINE

The College may dismiss or suspend a student at any time when, at the sole discretion of the College, the best interests of the College or the student will be served thereby. Attendance at Bethany College shall be conclusive evidence of each student's acceptance of this principle.

Expenses and Financial Assistance



Bethany College is a non-profit institution. Tuition, fees and other general charges paid by the student cover less than three-fourths of the College's instructional and operating expenses. The balance needed to meet the instructional and general expenses of the College comes from income from endowment funds, and from gifts and contributions from alumni and friends of the College.

The College will continue to keep the cost of the student as low as possible consistent with the maintenance of adequate facilities and competent instruction.

ESTIMATED EXPENSES FOR A SEMESTER

For essential campus expenses, exclusive of such personal items as clothes, travel and amusements, and books, a student should budget from \$1450 to \$1550 a semester, viz:

Tuition and fees	\$925.00
Room and Board	\$500.00 to \$575.00

The College is required to collect the West Virginia Sales Tax of 3% on published charges for room and board.

The College reserves the right to change the price for room and board without advance notice.

TUITION AND FEES

The tuition and fees charge for each semester is \$925.00 for eighteen credit hours or less. For each academic hour in excess of eighteen an additional charge of \$50.00 is made. Tuition for students carrying less than thirteen hours is \$71.00 per semester hour. No reduction is made in student accounts for course changes made after the first two weeks of the semester.

While a general charge is stated for Tuition and Fees, this may be divided into \$700 for tuition and \$225.00 covering activities and services as follows: Athletics, Health Service, Library, Lectures, Plays, Concerts, Publications, Student Activities and Laboratory services with the exception of Music, Student Teaching and Art.

Admission and Registration Fees

APPLICATION FOR ADMISSION

All applications for admission should be made to the Admission office on forms supplied by the college. A non-refundable \$10.00 fee is required at the time formal application is presented.

APPLICATION FOR READMISSION

Students who have been previously enrolled in Bethany College who wish to return for additional college work must file an Application for Readmission with the Admission office. A \$5.00 fee is required at the time such application is presented.

REGISTRATION DEPOSIT

Upon acceptance for admission or readmission, a non-refundable registration deposit of \$100.00 is required of all students in accordance with instructions provided in the acceptance letter.

This deposit will be refunded following graduation.

Students not being graduated may have the deposit refunded after the last term of their attendance if written notice is given to the Business Office *prior to the advance enrollment date for the next regular term*. Such students may be readmitted by approval of the Dean of Students and the Business Manager.

MATRICULATION FEE

This fee of \$15.00 is payable once by every new student. It covers, in part, the cost of orientation and evaluation procedures for new students.

Withdrawals and Refunds

A student wishing to withdraw from Bethany College must file written notice with the Dean of Students to qualify for refunds of deposits and adjustment of other charges.

In case a student withdraws from college during the semester because of sickness or other causes entirely beyond his control, tuition and board are refunded on a pro rata basis figured from the end of the week in which withdrawal takes place. Students dismissed or requested to withdraw by the College are not entitled to any return of fees. Scholarships and grants are not applied on the accounts of students who withdraw before the end of the semester. Special fees are not refunded.

Miscellaneous Fees

These fees are applicable for the specific course listed. They are charged only to students enrolled in such courses.

Education 443, 475, (each hour)\$12.00 per semester

MUSIC FEES

Private Lessons, one lesson a week\$ 65.00 per semester
 Private Lessons, two lessons a week\$115.00 per semester
 Instrument Rental\$ 9.00 per semester
 Organ Practice, one hour each day\$ 33.00 per semester
 Piano Practice, one hour each day\$ 9.00 per semester
 Voice Practice, one or two hours\$ 9.00 per semester

ART FEES

Art 304\$ 20.00
 Art 404\$ 20.00
 Art 301\$ 10.00
 Art 401\$ 10.00
 Art 242\$ 10.00
 Art 305\$ 10.00
 Art 481\$ 15.00
 Art 482\$ 15.00

OTHER SPECIAL FEES

Student Board of Governors Fee	\$ 30.00 per semester
Application Fee for all new students	\$ 10.00
(This fee must be paid before any action is taken on application for admission)	
Application Fee for all former students	\$ 5.00
(This fee must be paid before any action is taken on application for readmission)	
Registration Deposit (see page 54)	\$100.00
Auditing a course, per semester hour	\$ 45.00
(A student is not charged if he is paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours)	
Comprehensive Examination	\$ 25.00
(For students not in residence or for special examination)	
Each academic hour when less than thirteen ..	\$71.00 per semester
Each academic hour in excess of eighteen	\$50.00 per semester
Each change in registration after registration day	\$ 2.00
Graduation Fee	\$ 20.00
Guidance and advisory service (pre-college)	\$10.00 to \$ 25.00
Health Insurance	\$15.00 per semester
Infirmary charge per day	\$ 4.00
(After first three days each semester)	
Late registration (per day)	\$ 3.00
Matriculation and Orientation Fee	\$ 15.00
Special Examinations in any department	\$ 10.00
Special placement or achievement test in any department ...	\$ 5.00
Transcript fee for transcript or copy of academic record (After first issue)	\$ 1.50
Lock Deposit for Physical Education Courses	\$ 5.00
(Refunded if the lock or key is returned to Physical Education Department)	
Key Deposit for Dormitories	\$ 5.00
(Refunded if returned)	
Linen (per semester for all resident students)	\$ 18.00

BREAKAGE AND GUARANTEE DEPOSITS

These deposits are made to cover actual costs of special services materials.

Biology 343

\$ 5.00 per semester

Chemistry and Physics breakage and guarantee deposits are covered by a \$5 breakage card purchased by each student each semes-

ter for each laboratory course in which he is enrolled. In the event the breakage is in excess of \$5 per course per semester, an additional \$5 breakage card must be purchased. Unused portions will be refunded at the end of each academic year.

PAYMENT OF STUDENT ACCOUNTS

At the time of registration an invoice is prepared for each student, listing all charges due the College for the following semester. Payments are due in accordance with the following:

First Semester

By August 15 a payment of\$750
Balance on account due October 15.

Second Semester

By January 15 a payment of\$750
Balance on account due March 15.

Scholarships and awards may not be used as credit against the August or January requirement; however, completed loan agreements may be. All special student accounts for which total semester charges are \$750.00 or less are payable in full at registration.

Students will not be permitted to register if the initial payment requirements for each semester are not met, and they may be denied College privileges if subsequent payments are not completed as scheduled. *These requirements are in addition to the registration deposit.*

Checks or drafts should be written payable to Bethany College.

An account service fee of 2% per month will be charged on balances outstanding on all student accounts as of October 15 for the first semester and March 15 for the second semester. This fee will be entered on all accounts the day following the above dates and at 30-day intervals thereafter for a period not to exceed 90 days.

Students may not take final examinations, receive academic credit or obtain transcripts until satisfactory arrangements are made to cover financial obligations.

Student Drawing Account

The Business Office provides a limited banking service whereby students may deposit funds and draw on them as required. Students or their parents may make deposits to the Student Drawing Account.

The only charge for this service is at the established rate of exchange for handling checks. Its use is recommended. This avoids the

necessity of the student's keeping on hand any substantial amount of money.

All checks must be made payable to the Bethany College Student Drawing Account.

Monthly Payment Plans

The College has made arrangements with the Insured Tuition Payment Plan, and Education Funds, Inc., whereby student accounts may be paid on a monthly basis during the year. Arrangements to use any of these plans should be made prior to the registration period. Information concerning these may be obtained by writing to the Business Office, and contract forms may be obtained by writing the Insured Tuition Payment Plan, 38 Newbury Street, Boston, Massachusetts 02116; Education Funds, Inc., 10 Dorrance Street, Providence, Rhode Island 02903. Contracts are to be completed by the parent or guardian of the student by direct negotiation with the payment plan offices indicated.

STUDENT FINANCIAL AID

The College provides limited financial assistance to promising and deserving students through scholarships and loans to the extent that designated funds permit. There are also limited opportunities for student employment.

Candidates for admission to the freshman class who wish to apply for any form of financial aid *must* submit the *Parents' Confidential Statement* to the College Scholarship Service, Box 176, Princeton, New Jersey *prior to February 1st* for evaluation and submission to our Admission Office. No special examinations are required of financial aid applicants but candidates for scholarships must take the College Board Scholastic Aptitude Test not later than December of the applicant's senior year, since no applicant will be considered for assistance until accepted for admission. College Scholarship Service forms will be available in secondary schools on October 1, 1969.

Financial aid cannot be given to all who apply, but students of ability who need assistance are encouraged to apply. So many students with genuine need and without other resources ask for help from the College that those who can obtain help from friends or relatives should do so. The Committee makes awards on the basis of academic accomplishment, constructive citizenship, and financial

need. Major awards include all types of financial aid: scholarship, grant, loan and employment. Except for employment awards are credited against college charges.

Each year Bethany College awards scholarship assistance to selected students from other countries. The awards are based on need as well as scholarship with an attempt to bring to the Bethany Campus students from as many cultural areas as possible. As part of their award, these students are expected to help infuse an awareness of their culture into the Bethany community.

Qualifications for Scholarships

Bethany College recognizes promise and intellectual attainment by awarding a number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis, but they are subject to review and continuation or cancellation at the end of each year. They are continued from year to year only if the recipient has met the following conditions:

1. A satisfactory scholarship index.
2. Satisfactory conduct as a student.
3. Worthwhile contributions to the college program.
4. Constructive citizenship in the college community.
5. Payment of student accounts as scheduled.

Scholarship Funds

The College recognizes, with appreciation, the gifts of specially designated funds which not only provide lasting memorials for individuals and families, but also make possible scholarship grants to undergraduates who otherwise would find it difficult to enter or remain in college.

The following scholarships have been specially designated by friends of the College and are part of the total resources available for financial aid to students:

Florence Abercrombie Scholarship Fund—A fund of \$22,647.00 established by Florence Abercrombie, the income from which is to be used to provide scholarships for worthy students preparing for full-time Christian Service.

Ada P. Bennett Memorial—Ministerial Training Endowment Fund of \$2,046 established by Mr. O. E. Bennett, family and friends, the income from which is awarded to a student preparing for a church-related vocation.

The Fannie M. Bennett Endowed National Campbell Scholarship provides financial assistance for students from Disciples of Christ background.

Patrick A. and Elizabeth Berry Scholarship Fund—A fund of \$5,000 established by Miss Sara Cameron, the income from which is to be used to assist students of ability and need, from the Counties of Holmes and Knox in the State of Ohio, whenever possible.

The Jean A. Boyd Scholarship Endowment was established by bequest from the donor for unrestricted scholarship assistance.

Thomas J. Boyd—A fund of \$1,800, the income from which is to assist worthy and eligible students as designated by the Committee on Scholarships and Financial Aids.

Mr. and Mrs. Earl B. Brink Scholarship—A fund of \$3,000 the income from which is to assist worthy and eligible students as designated by the Committee on Scholarships and Financial Aids.

The Ben and Leona Brown Scholarship Endowment provides financial assistance for students at Bethany College with first choice being given to those from a background of a Christian Church.

Isaac Brown Scholarship—This scholarship provides \$30 per year to apply on tuition.

The William G. and Carrie E. Bunyan Student Aid Endowment provides loan assistance to students at Bethany College under the general supervision of the faculty committee on student aid.

Lotta A. Calkins Scholarship—A fund of \$21,045 established by Lotta A. Calkins, the income from which is to be used to assist needy and worthy students who are preparing for full time Christian service in ministry and missions.

Argyle Campbell Memorial—A fund of \$3,936 contributed by the family and friends of Mr. Campbell to the Scholarship Endowment of Bethany College.

Elwood C. and Ethel M. Charnock Scholarship—An endowment fund to assist students in Bethany College at and above the sophomore level.

The Class of 1969 Scholarship Endowment will provide scholarship grants beginning with the 1984-85 college year. First preference will be given to descendants of the class of 1969.

M. M. Cochran Scholarship—These Scholarships cover a part of the tuition charge.

The Nelson Evans Cook Endowed Scholarship memorializes an outstanding metallurgist and provides scholarship assistance for students of chemistry.

Irene O. Darnall Scholarship—A fund of \$3,275 established by Irene O. Darnall, the income from which is to be used to assist needy and worthy students of Bethany College.

Marion and Frank Dunn Scholarship—A fund of \$3,925 the income from which is to assist worthy and eligible students designated by the Committee on Scholarships and Financial Aids.

Newton W. and Bessie Evans Scholarship Fund—A fund of \$5,000 established by Mr. Newton W. Evans, the income from which is to be used to assist worthy students in furthering their education at Bethany College.

A. Dale Fiers Ministerial Athletic Scholarship—An annual award of \$100.00 to recognize and encourage the scholastic and athletic skill of an outstanding upperclassman preparing for the Christian ministry.

Jessie M. and Frank P. Fiess Endowed National Campbell Scholarship—Functioning under the general eligibility rules of the National Campbell awards, the Fiess scholarship is designed to assist students of Christian Church background who are preparing for lay professions.

Greensburg Area Scholarship Fund—A fund of \$26,429 established anonymously in 1953, the income from which is to be used to assist students of ability and need, from the Greensburg, Pennsylvania, area to attend Bethany College.

The Aleece C. Gresham Scholarship Endowment offers scholarship assistance to outstanding students in the field of music.

Perry and Aleece Gresham Scholarship—A fund of \$1,643 contributed by President and Mrs. Perry E. Gresham. The income from this fund is to assist worthy and eligible students as designated by the Committee on Scholarships and Financial Aids. Special consideration is given to young people interested in music or philosophy.

Campbell Allen Harlan Scholarship—A fund of \$64,500 established by Mr. Campbell Allen Harlan of Detroit, Michigan, the income from which is to be used to assist students of unusual ability in the fine arts to further their education at Bethany College.

Jennie I. Hayes Scholarship—The income from a fund of \$5,000 is awarded for the purpose of helping students who are preparing for the mission field or the ministry.

Florence M. Hoagland Memorial Scholarship—A fund of \$5,915 established by Miss Frances Cables of Woodstock, New Hampshire, for the establishment of a scholarship in memory of Florence M. Hoagland, Head of the Department of English and Advisor for Women at Bethany from 1936 to 1946, the income of which is available to students approved by the Committee on Scholarships and Financial Aids.

The V. J. Hopkins and Mary L. Hopkins Scholarship Endowment operates under the principles of the National Campbell Scholarship program to provide assistance for young people from the background of the Christian Church (Disciples of Christ).

Harry L. Ice Timothy Ministerial Endowment Fund—A fund of \$50,299 established by Mr. and Mrs. Robert H. Lee of Pittsburgh, Pennsylvania, honoring Dr. and Mrs. Ice in recognition to Dr. Ice for his productive and untiring work in establishing and building the "Timothy Ministerial Training Program." The income from this trust is to be used to assist students of ability and need who are preparing for full-time Christian service in the fields of ministry, religious education, missions, and other church vocations.

Ida M. Irvin Scholarship—The income from a fund of \$5,000 is awarded to students who have reached the senior year in their college course.

The Flora Isenberg Scholarship Endowment was established by a \$42,500 bequest from the donor and provides assistance for students of the liberal arts and sciences.

Albert C. Israel Scholarship—This scholarship yields \$20 per year to apply on tuition of a descendant of Albert C. Israel.

The John H. and Ida H. King Scholarship Fund—The income from a fund of \$18,292 is awarded to students at Bethany College under terms approved by the Trustees of the College in accordance with the will of the donors.

Forrest H. Kirkpatrick Scholarship—The income from a fund of \$16,901 is awarded for the purpose of helping students who are sons or daughters of alumni.

The Emma A. Lyon Scholarship Endowment memorializes a pioneer Christian missionary to China. This endowment was initiated by a gift from Mrs. Mary M. Farm of Hawaii.

The Meril and Marguerite May Student Loan Fund is a revolving fund for Bethany College students who are members of the Christian Church.

Isaac Mills Scholarship—This scholarship covers a part of the tuition charge of a ministerial student.

J. West Mitchell Endowed Medical Loan Fund—A fund to provide loan assistance to pre-medical undergraduates at Bethany College and graduates of Bethany College enrolled in accredited medical schools.

Herbert Moninger Scholarship—A scholarship fund of \$2,500 established in memory of Mr. Herbert Moninger, a graduate of the class of 1898. The income is used to aid a student or students preparing for religious education.

H. J. Morlan Fund—A fund of \$5,000 contributed by Mr. Morlan to the Scholarship Endowment of Bethany College.

National Campbell Scholarship—An endowment fund established in memory and honor of Alexander Campbell. Awards are in recognition of Christian service and academic accomplishment to develop able and dedicated lay leadership in the Christian Church. Nomination for these awards is made by the local minister and the awards are granted by the Committee on Scholarships and Financial Aids.

The Parsons Memorial Timothy Fund—An initial fund of \$12,734 established by the Heights Christian Church, Shaker Heights, Ohio, and other friends in memory of Dorothy and Waymon Parsons for dedicated leadership to this church and the Brotherhood of Christian Churches (Disciples of Christ). Income from this fund is to be used to assist worthy students who are preparing for a church vocation through the ministry, missions, or Christian education.

William Kimbrough Pendleton Scholarship Fund—A fund of \$20,000 set up by Clarinda Pendleton Lamar in memory of her father, William Kimbrough Pendleton, member of the first faculty and second president of the College (1866-1889), the income of which is available each year to one or more citizens of West Virginia. These

awards may be in the form of loans or gifts as determined by the Committee on Scholarships and Financial Aids.

Perry Scholarship Fund—A fund of \$11,928 established in memory of Professor and Mrs. E. Lee Perry. Professor Perry was a graduate of the College in the Class of 1893, Professor of Latin at the College from 1908 to 1939 and Professor Emeritus from 1939 to 1948. Under the terms of this gift, the income of this fund is to be used to aid students preparing for the Christian ministry.

The Eli and Lee Rabb Scholarship Endowment provides scholarship assistance for students at Bethany from the Upper Ohio Valley.

Reader's Digest Foundation Scholarship—A fund of \$15,000 established by the Reader's Digest Foundation, the income from which is used for the Scholarship Program of the College.

The Herbert and Marguerite Rech Scholarship Endowment offers financial assistance for students under the supervision of the faculty committee on financial aid.

Edwin K. Resseger, Jr. Memorial Scholarship—An endowed fund to provide scholarship awards to worthy and eligible students as designated by the Committee on Scholarships and Financial Aids.

The James Derrick Reynolds Memorial Scholarship Endowment was established by parents and friends of a young man who lost his life in Viet Nam. Awards are made under the supervision of the faculty committee on financial aid.

The Sala Family Memorial Endowment has been designated for support of ministerial education at Bethany College.

Minnie W. Schaefer Awards—The income from this fund of \$8,350 is awarded to a student or students preparing for definite Christian service.

The Oreon E. Scott Foundation Scholarships—A grant from the Trustees of the Oreon E. Scott Foundation provides scholarships covering part of the tuition costs for the junior and senior year to those students preparing for the Christian ministry who have the highest scholarship index for prior years.

The Richard L. Schanck Scholarship Endowment provides unrestricted financial assistance for undergraduates.

Elizabeth M. Shrontz Scholarship—A bequest of \$5,000, the income from which shall be used to assist worthy students to obtain an education.

Charles C. Smith Scholarship—A fund of \$5,050 established by the children, grandchildren and friends in memory of Mr. and Mrs. C. C. Smith whose dedicated lives were spent in service to the Christian ministry in town and country churches. The income is to be used for scholarships with priority given to those preparing for the Christian ministry and lay leadership.

J. T. Smith Awards—A fund of \$17,417 established by Mr. J. T. Smith of Memphis, Tennessee, the income of which is available for students preparing for the Christian ministry or some other form of Christian service.

Adelaide E. and Arthur C. Stifel Endowment Fund—A fund of \$44,013 established by Mr. and Mrs. Arthur C. Stifel of Wheeling the income from which is to be used to assist a student or students from the Wheeling area.

John E. Sugden, Jr. Fund—A fund of \$2,000 to render assistance in the forms of loans or grants to students who are preparing to become ministers of the Christian Church.

Peter Tarr Heritage Endowment will provide scholarship assistance primarily for students in the field of history.

The Harriett Mortimer Toomey Music Endowment Scholarship was established to assist any student in his or her goal in music education.

The Robert S. and Marie J. Tuck Scholarship Endowment provides awards for students planning to enter some phase of the professional ministry of the church.

Stewart King Tweedy Memorial Scholarship—A fund of \$10,213 established by Mr. and Mrs. H. L. Tweedy and friends, in memory of their son who was killed in Viet Nam. The income from this fund is awarded to students on the basis of need and merit and without regard to sex, religion, race or nationality.

Vinson Memorial Fund—A fund of \$1,600 established by Z. T. Vinson, of the Class of 1878, through the Central Christian Church of Huntington, West Virginia, the income from which is available to students preparing for the Christian ministry.

William H. Vodrey Scholarship—A fund of \$28,314 established by Mr. William H. Vodrey, a member of the Class of 1894, the income of which is to be used to assist a student or students from the area around East Liverpool, Ohio.

The Campbell-Hagerman-Watson Memorial Endowment provides support for foreign exchange students or other projects as are approved by the President and Trustees of Bethany College.

Raymond E. and Eunice M. Weed Scholarship—A fund of \$1,000, the income of which is available to ministerial students to aid in the payment of tuition costs.

Arthur A. Wells, Jr., Scholarship Endowment will provide scholarship grants for students of social studies and humanities.

G. A. Willett Scholarship—This scholarship of \$80 per semester applies on tuition. The student receiving this scholarship is to be nominated by a member of the Willett family.

Josiah Wilson Scholarship—A scholarship fund in the amount of \$2,576 established by Josiah N. Wilson in memory of Josiah N. and Wilminia S. Wilson. The income is used to aid a student or students preparing for the Christian ministry.

Award Funds

MINISTERIAL TRAINING AWARDS

Students preparing for church-related vocations, including the pastoral ministry, religious education and special ministries receive financial aid according to need through Timothy scholarships made possible by contributions from churches and individuals. Even though the Timothy program is designed primarily for members of Christian Churches (Disciples of Christ) some financial assistance is available to those preparing for this type of service who are affiliated with other religious groups. The Timothy program is under the supervision of the Director of Church Relations and Ministerial Training. Continuation of these awards requires satisfactory academic performance in each academic year.

THE GANS FUND AWARDS

Income from a fund of \$50,000, established by Wickliffe Campbell Gans of the Class of 1870 and Emmett W. Gans, in memory of their father and mother, Daniel L. and Margaret Gordon Gans, is awarded to juniors and seniors at Bethany College and to graduates of Bethany College engaged in study and research at Bethany or elsewhere who have shown "evidence of merit and promise in the field of science." Funds so awarded will be available for approved study and research in some specific field.

SUSTAINED AWARDS

H. L. Berkman Foundation—Annual contribution for Scholarship assignment to a resident of the Upper Ohio Valley.

Herbert and Marguerite Rech—Annual contribution for Scholarship assignment.

West Virginia Consumer Finance Association—Annual contribution for Scholarship assignment.

Robert M. and Katie W. Campbell—Annual contributions for Scholarship assignment.

Archibald Hamilton Rowan, Jr. Memorial—Annual contribution for Scholarship assignment based on academic performance and good citizenship.

David G. Baird—Annual contributions for Scholarship assignment.

Arthur J. Kobacker—Annual contribution for Student Loan Fund.

The **Pearl Mahaffey Prize for Outstanding Senior Major in Languages** was established by Mrs. Walter M. Haushalter '07 and other friends of Bethany's Emeritus Professor of Foreign Languages.

Robert M. and Katie W. Campbell—Direct student aid for full-time Christian vocation students.

Loan Funds

THE PHILLIPS LOAN FUND

The gift of Thomas W. Phillips, Sr., of New Castle, Pennsylvania, in the amount of \$10,000 established this fund in 1890. Principal and interest in this fund are loaned to students preparing for the Christian Ministry.

THE CLAUDE WORTHINGTON BENEDUM SCHOLARSHIP LOAN FUND

Established by the Claude Worthington Benedum Foundation, loans from this fund are made to Bethany students who are bona fide residents of West Virginia, are in need of financial aid, and meet faculty requirements for such assistance.

THE NATIONAL DEFENSE STUDENT LOAN FUND

The Federal Government established in 1959 a loan program for undergraduate students in which Bethany College participates. Application information may be obtained from the Admission Office or the Business Office.

Applications for loans are made to the Committee on Scholarships and Financial Aids.

Student Employment

Limited opportunities for students to earn money for college expenses are afforded, but under no circumstances is it possible for a student to earn all of his expenses. The College may not be able to provide student employment of any kind beyond \$300 as a total for any one year.

Applications for student employment are filed on a designated form. A careful study of the student's needs and general welfare will be made by the committee caring for student employment as each application is considered. Applications for student employment should be filed with the Dean of Students.

The Academic Program



ACADEMIC AIMS

The academic program at Bethany College is designed to contribute to the achievement of the broader purposes of the College listed earlier in this bulletin. As stated in the section "Commitment Through the Years" (pp. 19-20), the faculty and students seek the quiet ideals of learning and integrity with a sense of individual responsibility.

Bethany seeks academic excellence in an atmosphere of Christian ideas and faith by

introducing the student to the rapidly expanding fields of knowledge and to methods of using them;

cultivating an understanding of all men and their institutions;

and laying the foundation for a life of continued intellectual growth.

THE BETHANY PLAN

Bethany College has changed from the traditional semester plan to a modified semester system known as the Bethany Plan.

For several years the members of the Bethany academic community critically analyzed the changing trends in higher education, and the relevance of these trends to the liberal education of students.

It was agreed that Bethany would make certain curricular adjustments to maintain a challenging and meaningful education for the new generation of students.

The new Bethany calendar consists of two 15 week semesters, and a four-week voluntary interim session in January. The Fall semester starts around the first of September and ends before Christmas. The Spring semester starts about the first of February and runs until the end of May. The middle term is a voluntary session which students may elect to use for intensive study on campus or for off-campus field work. The interim session will operate through the month of January. Only those students enrolled in an approved project will be permitted in residence.

The middle term is the unique and exciting part of the Bethany Plan. During the month of January, students will be free to rest, travel, prepare independent projects or earn money through employment. Students will also have the option of participating in Bethany-sponsored academic programs which do not fit into the conventional calendar.

A list of approved interim programs for the following year is published during the Spring term. The projects, which vary from year to year, involve three basic types of activities: (1) intensive work in one area of an advanced or remedial nature, (2) off-campus field projects involving faculty and student travel and study in various areas of the United States and different parts of the world, and (3) social service and internship programs. An example of the first type of project might be a special laboratory course in physical chemistry. The second type of program might involve a group of students in the study of marine biology in Florida, or a study of the Common Market in Brussels. The third type of project might entail placing some students for work on an Indian reservation, in an urban ghetto, or in a laboratory or office of a governmental agency or business firm.

The voluntary January session provides a number of opportunities for Bethany students to become actively involved in a learning situation which cannot be present in the traditional calendar.

The new Bethany Plan is both adventurous and traditional. It breaks with the custom that all education must take place in classrooms and on-campus laboratories. It shifts the burden of course selection to the student and his adviser. It is traditional in its belief that true liberal learning involves a basic familiarity with the natural sciences, the humanities and the social sciences. It is traditional in that the college still concurs with Alexander Campbell in the position that true liberal education involves the freeing of man's mind from vulgar prejudices, ignorance, and error.

PRE-PROFESSIONAL STUDY

Bethany College offers pre-professional training in a variety of fields. A large percentage of its students select their courses to qualify them for entrance to technical or professional schools. The Faculty Adviser should be consulted to see that specific requirements of the school selected are met.

Below are listed a number of career interests for which undergraduate preparation is to be found at Bethany. The strong recommendations for liberal arts courses should be noted. They represent only a sampling of the many programs the student may elect in preparation for his life's work.

Christian Ministry

Students who plan to enter church vocations are expected to complete their preparation in seminaries and graduate schools of religion after their graduation from Bethany. Their undergraduate studies, therefore, include the fullest possible grounding in the liberal arts. Guided by the faculty committee on ministerial training, students elect courses which provide necessary pre-seminary studies in the natural and social sciences, the arts and humanities and religion.

Pre-Dentistry

Admission requirements to dental schools stipulate at least two years of pre-professional training. It is recommended that the pre-dental student follow to a large extent the pre-medical program.

Pre-Engineering

A broad training in the sciences and humanities provides a good foundation for students who plan future specialization in one of the branches of engineering. Students desiring to transfer to an engineering school will need to give careful attention to requirements of the engineering school they wish to enter.

By cooperative arrangement with Columbia University, Bethany offers the first three years of a five-year course and arranges for the qualified student to transfer to the School of Engineering for the last two years of undergraduate training. Upon completion of the five-year program, degrees from both institutions will be granted.

Pre-Law

Most leading law schools require no specific undergraduate courses for entrance but expect a broad training in the social sciences and humanities and in logical thinking. They recommend, however, that pre-law students take basic courses in history, political science, economics, sociology, psychology, English composition, and speech.

Pre-Medicine

Students desiring to prepare for the study of medicine will find instruction and facilities which will satisfy the entrance requirements for the best medical schools. It is recommended that the students planning to study medicine should have broad basic training in courses of general education, including foreign language, literature, philosophy, and social science.

Pre-Nursing

Increasing opportunities are open to college-trained women in the fields of public health and professional nursing both civilian and military. Bethany sponsors a cooperative program in nursing with certain well established and highly approved schools of nursing. Three years of study and a minimum of 96 semester hours including 4 hours of Physical Education are completed at Bethany College. This is followed by the completion of a prescribed course at a collegiate school of nursing recommended by Bethany College (such as Case-Western Reserve University, University of Pittsburgh, Columbia-Presbyterian, Cornell and others). Bethany's baccalaureate degree is then awarded at the same time as the award of the nursing degree.

Professional Chemistry

A thorough preparation for Professional Chemistry with a complete background of training in the liberal arts is offered in a program of courses that is designed to conform to American Chemical Society standards. Independent study introduces the student to the principles of research, aiding in any contemplated graduate or industrial work following graduation.

OFF CAMPUS PROGRAMS

Combination Courses

Special arrangements have been approved by the faculty under which students who have completed three years of work at the College may transfer to specifically approved institutions for engineering or nursing training and be eligible for graduation at Bethany on satisfactory completion of their undergraduate training at the cooperating institution.

By special arrangement with the School of Engineering, Columbia University, Bethany offers the first three years of a five-year course for engineering students and arranges for the qualified student to transfer for the last two years. Upon completion of this five-year program the student receives a bachelor's degree from Bethany College and from Columbia University.

Arrangements have been approved whereby Bethany students upon the completion of three years of satisfactory work in the College or ninety semester hours of work, exclusive of required physical education courses, with an approved distribution of courses, may transfer to approved university schools of nursing and physiatrics and upon the satisfactory completion of training may receive the Bachelor of Science Degree from Bethany College and the Diploma in Nursing from the School of Nursing. The student Nurse's Registry Certificate is to be filed with the Registrar before graduation is confirmed.

Education for Responsible Leadership

The college has provided a program in training for active citizenship through the generous support of the Maurice and Laura Falk Foundation of Pittsburgh. This program is intended to lift politics to the level of deliberate awareness throughout the student body, and to give training to a few select liberal arts and pre-professional students in the nature and art of politics at local, state and federal governmental levels in preparation for responsible citizenship irrespective of the vocations which these young people will enter.

This is accomplished through a series of summer internships in practical politics and administration which sends a selected group of students who have completed substantial training in the political sciences to the offices of party headquarters, legislators, various administrative offices and legislative reference bureaus for a period of six weeks during the summer. Most of these assignments are at the state and local levels.

The citizenship training program also embraces a series of planned visits to the campus by political individuals and groups for workshops and seminars and as guest lecturers in related classes. Political science field trips to the national capital and at least one state capital are scheduled each year as part of a study of the governmental process.

Overseas Study Programs

Under approved supervision and direction especially qualified students may secure credit for formal work completed in foreign colleges and universities. To be eligible for study abroad, the student ordinarily must have an average grade of "B" or higher for 3 semesters.

Study Year in Basel, Switzerland

This program is conducted by the Regional Council for International Education of which Bethany College is a member. Courses are conducted in the English language. European History, Literature, Fine Arts and Economics are stressed. Included is an intensive study of the German language.

Scandinavian Seminar

After an intensive study of a Scandinavian language in the native country, students enroll in a higher institution as fully matriculated students in that country.

India Exchange Program

Each year a Bethany student is selected to receive a Scholarship covering room, board, tuition and spending money at either St. Xavier's College or Elphinston College in Bombay. The student selected must pay his transportation costs (less than \$1,000) plus a nominal servicing cost to Bethany College. Bethany College also provides a scholarship for a student from India who is selected by the Lions Club of Versova (Bombay) India.

Semester in Copenhagen Program

Bethany College maintains a working relationship with the Washburn University Semester Program in Copenhagen, Denmark. The program, which is conducted in English by Danish instructors, provides for a selection of courses in European and Scandinavian History, Politics, Social Structure and the Arts. Two places are reserved on the program each year for Bethany students.

Junior Year Abroad

In addition the Department of Foreign Languages sponsors a Junior Year Abroad Program in which students concentrating in French or Spanish may take a full year of study as fully matriculated students at the University of Dijon or the University of Madrid.

Other Overseas Programs

There are many additional programs of this type in which Bethany students have participated. The Director of International Education Programs provides to interested students information concerning programs which have been examined and approved.

In addition to the above named programs, during the past year Bethany students have participated in the following:

- 1) Beaver College Semester at the City College of London (England)
- 2) Farleigh-Dickinson University Semester at Wroxton College (England)
- 3) Brandeis University Semester at Hiat Institute (Israel)
- 4) Michigan State University AMLEC Foreign Language Centers throughout Europe
- 5) Chapman College World Campus Afloat

Washington Semester

Arrangements have been made for one or two advanced students in history, political science, economics or sociology to pursue studies in these fields under the direction of the American University in Washington, D. C. A student participating in this plan will take six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the Adviser and have the approval of the Committee on Academic Review.

United Nations Semester

Bethany students who are interested in broadening their liberal arts study may participate in a program at the United Nations in New York City. One or two students may be chosen each year.

Students participating in this program will take six hours of work in United Nations study. Half will be in a seminar course which meets regularly with people associated with the U.N. The other half will be a research project, on topics chosen by the students, using U.N. documents. Students will also be allowed to take six to nine hours of regular academic work at Drew University, Madison, New Jersey. Participants in the Program must be recommended by the Campus Coordinator for the U.N. Semester, the Faculty Adviser, and the Dean of the Faculty.

ACADEMIC REGULATIONS

As a general understanding, students in the freshman and sophomore years should enroll for courses contributing to their general education. Usually a student completes many of the specific course requirements for graduation in the first two years and becomes familiar with the different fields of knowledge. He should also discover, with the aid of his adviser, the area in which he possesses most interest and ability.

Requirements for Degrees

The Bachelor of Arts Degree will be conferred upon the student who completes the following:

- a. 124 semester hours of academic work;
- b. minimum of 100 hours of letter graded work;
- c. minimum cumulative average of "C";
- d. the Distribution Requirement;
- e. the Field of Concentration Requirement;
- f. the Comprehensive Examination in the major field;
- g. the Residence Requirement;
- h. satisfactory arrangements for the discharge of financial obligations to the College;
- i. attendance at the commencement exercises.

The degree of Bachelor of Science may be conferred upon a student who completes the Bachelor of Arts' requirements and who chooses to major in any one of the following departments: Biology, Chemistry, Mathematics, Physics, or Psychology.

Distribution of Courses

Candidates for graduation are required to complete certain courses which have been designated by the faculty as basic for general education. *Additional requirements may be set as needed to fulfill programs preparatory to entrance into a profession or into graduate school.*

The following specific requirements must be met by all candidates for the baccalaureate degree:

Group I English Composition 100 (1 semester course)
Foreign Language (reading and communication)
History 100 (1 semester course)
Physical Education (4 semester courses)
Religion 100 (1 semester course)

Work in this group will not satisfy graduation requirements in any other group.

Group II Biology } Area A
Psychology }
Chemistry } Area B
Physical Science }
Physics }

One semester in each area and a minimum of two courses in one science, for a total of not less than 10 semester hours.

Group III Anthropology
Economics
Education (Ed., 201-202, 301)
History
Political Science
Sociology

Minimum of three semester courses with some work in at least three of the above areas, for a total of 9 semester hours.

Group IV Literature } Area A
Philosophy }
Religion }
Fine Arts } Area B
History of Art }
History of Music }
History of Theatre }
Art } Area C
Music }
Theatre }

A one semester course selected from Area A.

A one semester course selected from Area B.

Two additional semester courses selected from Area A, B, or C.

A total of 12 semester hours in this group is required.

These requirements may be also satisfied by obtaining a score of 3, 4, or 5 on a CEEB Advanced Placement Test in the subject or by an examination given under the direction of the department.

Not more than 8 hours may be in applied courses in any of the following Departments, nor more than 4 hours in any of the others, except that these limitations may be exceeded if the total in all Departments is not more than 12 or if each hour in excess of the maximum is matched by 2 hours of historical or theoretical courses in the same Department: Art, Communication, Education, Music, Physical Education (exclusive of required activity courses), or Theatre (Speech & Drama).

Field of Concentration

Each student should select a Field of Concentration during the first two years. If the determination of the Field is delayed beyond the fourth semester, extra academic courses may be necessary for graduation since some fields require a first year decision.

Each student will have the help and direction of a Senior Adviser (see page 46) in planning his course of study in his Field, but the following specific requirements must be followed:

- (a) In the major field at least 24 semester hours must be completed but not more than 42 semester hours will be counted toward degree requirements.
- (b) Grades earned in core subjects must meet a minimum scholarship index of 2.00.
- (c) At least 12 semester hours must be completed in an area related to the core subject.

The Senior Adviser will determine specific course requirements within the Field and must approve the related subjects.

The Field which a student elects determines specific requirements for the student, not only of work to be done in the Field selected, but courses to be completed in other departments. The general outline of the requirements for each Field is in the Curriculum section of this bulletin. Modifications may be made to meet the needs of the individual student.

Senior Comprehensive Examination

A comprehensive examination, both written and oral, is required of each candidate for a degree at Bethany College. This examination is given under the direction of the Adviser with the assistance of a faculty committee appointed by the Dean of the Faculty. Portions of the undergraduate Graduate Record Examination may constitute a part of the Comprehensive Examination.

Comprehensive examinations are given twice each academic year by most departments. The comprehensive examination period is preceded by a week-long reading period in which students are relieved of class attendance to prepare for the examination. Students who fail the examination are permitted to repeat it at the end of any subsequent year, provided they have paid the fee and their re-examination has been approved by the Adviser and the Committee on Academic Review. Further opportunity to take this examination *may* be given by special vote of the faculty.

A student desiring to take a comprehensive examination in a second Field of Concentration may do so provided the Advisers concerned and the Committee on Academic Review approve, and the student has paid the fee required for a special comprehensive examination. Only one reading period will be permitted to any student.

Residence

Four years are usually required to satisfy the course and residence requirements for the baccalaureate degree. Students of superior ability may complete the requirements in less time. As a rule, the senior year or the last two semesters before entering a professional school are to be spent in residence at the College (see Combination Courses, page 73). However, students who have had one full year of residence previous to their senior year, and who apply for and are approved by the Committee on Academic Review for off-campus study programs during their senior year, may be permitted to count that work toward graduation requirements.

REGISTRATION DATA

In the spring the College conducts its first semester registration, and in the winter it conducts the second semester registration (check college calendar for appropriate dates). Freshmen will register during the summer which precedes their entrance. Opportunity is provided at the beginning of each semester for necessary changes in student programs. These changes are made on formal petition of the student and are not encouraged. A charge is made for each day of delay.

Every student is to be registered for every course he attends. This applies to courses taken for credit or audit.

Student Schedules

A student ordinarily carries fifteen or sixteen credit hours of academic work each semester, but it is possible for a student to carry additional credit hours with the permission of his Adviser. No student will carry more than eighteen credit hours in any one semester unless on petition the excess is approved by the Dean of the Faculty within the first week of the semester.

An Application for Excess Hours must be completed in the Registrar's Office by the student before the start of that semester.

Course Change

During the first ten class days of each semester, a student with the approval of his Adviser may drop or add any course. No classes may be added after this time. It is possible for a student with proper approval to drop a course after the first ten class periods.

Independent Study

Each department in the college offers Independent Study for those students who have demonstrated a proficiency to work individually on some special area of interest not covered by course work. The field of study may be selected by the student, subject to the approval of the chairman of the department.

An Application for Independent Study must be completed in the Registrar's Office by the student before the start of that semester.

Summer School

Credit will be given for a limited amount of work done in the summer session of another approved college or university provided the courses taken are appropriate to the liberal arts curriculum and the grades earned are "C" or higher. Permission for summer study must be secured in advance from the Registrar.

Class Absences

Students are expected to attend all class and appropriate laboratory meetings of a course and to participate in all outside activities that are a part of the course.

It is the responsibility of individual instructors to record attendance and to evaluate its importance in determination of course grades. Accordingly, each instructor or department will prepare at the beginning of each semester a written statement explaining his attendance policy and his consideration of unexcused absences, make-up for excused absences, and related matters, which will be in force for the whole semester. The instructor files this statement in the library and with the Dean of the Faculty; and at the first class meeting, he distributes this statement of policy on attendance. The Dean of Students grants excused absences in the event of serious personal or family emergencies or authorized college events. The Dean of Students files these excused absences with the Registrar, who issues reports to the faculty. Names of students who are seriously jeopardizing their academic progress by class absence should be

given to the Dean of Students who will initiate counseling with the student. Instructors may drop students with a "WF" if absences are continued after consultation.

Withdrawal

An honorable dismissal will be granted to any student in good standing and not subject to discipline who may desire to withdraw from the College if he has satisfied his Adviser and a responsible Officer of the College that there is a good reason to justify such action. Students asking to withdraw should present such a request to the Dean of Students in writing with a statement of approval from parent or guardian. The recommendation of the Dean of Students will next be presented to the Business Manager and then to the Registrar for final record. No withdrawal will be considered complete until this procedure has been carried out.

Final Examinations

All students are required to take the final examination in each course for which they are registered. Students who are taking the Senior Comprehensive Examination are excused from final examinations in all courses of the semester in which the comprehensive examination is taken.

Special Examinations

A student justifiably absent from a final examination or a test given in connection with the regular class work, with the consent of the instructor and approval of the Dean of the Faculty, may be permitted to take a special test without payment of fees. Fees for special examinations must be paid at the Business Office before the examinations are taken and the proper receipt must be presented to the instructor at the time of the examination.

Grading System

Letter grades given and their equivalents in quality points are:

A	4.00	C	2.00
A—	3.75	C—	1.75
B+	3.25	D+	1.25
B	3.00	D	1.00
B—	2.75	D—	.75
C+	2.25	F	.00

Students are required to take at least 100 hours of letter-graded work.

Grades mean: A, Excellent; B, Good; C, Satisfactory; D, Inferior; F, Failure.

Other report abbreviations and their meanings are:

- Cr.** Credit. No quality points.
- NCr.** No-Credit. No academic penalty.
- F.** Failure. No quality points; denotes work that is definitely unsatisfactory and the course not passed.
- Con.** Conditional. The student's work in the course is complete but somewhat deficient in quality. The instructor may permit this student to be re-examined; or, in case the course continues into the following semester, it may be removed if the student makes a grade of C or better. Regardless of the manner of removing the condition, no grade higher than D is allowed. Not more than one semester is granted for removal. Con. is an F until removed.
- Inc.** Incomplete. This abbreviation denotes work not completed as a result of sickness or some other justifiable reason. An incomplete mark must be removed by the end of the fourth week in the following semester, unless an extension of time is granted by the Dean of the Faculty. It is not possible for a student to remove an incomplete mark after twelve months.
- W.** Withdrawn.
- WF.** Withdrawn failing. No quality points; indicates a course dropped with permission after the fifth week of the semester with student failing at the time of withdrawal. A grade of WF has the same effect on the student's grade-point average as an F.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit/No-Credit basis.

A report of the scholastic standing of students is received at the Office of the Registrar at mid-semester in addition to the final semester reports. These reports are sent to the faculty Adviser and to parents or guardian of each student.

Classification of Students

The classification of students is determined according to the following plan: For sophomore rank a student must have at least twenty-five hours of academic credit and forty-three quality points. Admission to full junior standing is conditioned upon the student's

having at least sixty hours of academic credit and one hundred and eight quality points; and he must have passed the Sophomore Comprehensive Examination. For senior class rank the student must have at least ninety-four hours of academic credit and one hundred and eighty-eight quality points.

No student is considered as a candidate for the baccalaureate degree until he has been granted senior classification, until he has filed an Application to take the Senior Comprehensive Examination in the Field of Concentration, and until he has filed an Application for a Degree.

Probation

The term "on probation" is applied to students who are allowed to continue in college after having failed to meet the standards expected by the faculty and administration. Students may be placed on probation for any or a combination of the following causes.

a) Unsatisfactory scholastic record during the semester or preceding semesters.

The following academic bases will be used to determine "probation" each semester:

Freshmen must achieve at least 1.7, Sophomores 1.8, and Juniors and Seniors 2.0.

b) Unsatisfactory class attendance during the semester or preceding semester.

c) Unsatisfactory conduct at any time.

"Probation" is intended to be a serious warning to the student and to the parents or guardians that the student's record is unsatisfactory and that unless significant improvement is made the student will be asked to withdraw from the college. At the end of a semester on probation the student's total record is reviewed, and his continued enrollment will depend upon the current trend of academic performance, total progress towards graduation in relation to aptitudes, contributions to campus life, and factors relating to personal adjustment. The Committee on Academic Review may dismiss any student if, in its judgment, the student is not likely to meet the requirements for graduation in the usual period of four years. An extension of the four-year period shall be granted only when there are extenuating circumstances.

Students on probation may be declared ineligible for participation in athletic or other student activities. While on probation a

student is not eligible to receive any grant from college scholarship or loan funds. A student on probation may not have or operate an automobile.

Transcript of Records

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university stipulated by the student. One transcript is furnished for each student without charge; for each additional transcript a fee of \$1.50 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.50, while the others cost \$0.75 each. This fee must accompany the request. All financial obligations to the college must be paid before a transcript can be issued.

Changes in Regulations

The College reserves the right to amend the regulations covering the granting of degrees, the courses of study and the conduct of students. *Membership in Bethany College and the receiving of its degrees are privileges, not rights.*

The College reserves the right, and the student concedes to the College the right, to require the withdrawal of any student at any time.

Invalidation of Credits

Courses completed either in Bethany College or elsewhere, more than ten calendar years before the date of proposed graduation, will not be accepted for credit toward graduation. All candidates are expected to comply with the requirements for degree in effect at the time of acceptance of the application for degree. With the approval of the Committee on Academic Review and the payment of the required fee the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to re-instate academic credit that may have been declared not valid because of date.

Courses of Instruction



Courses marked with an asterisk * are offered in alternate years.

ART

AIMS

To present to the student a variety of studio problems to develop his artistic potential; to offer a comprehensive survey of the historic development of the visual arts; and to provide a center which possesses an atmosphere that encourages the student to acquire standards of evaluation and practice in the appreciation and application of the plastic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

To concentrate in the field of minimum of 24 semester hours of credit are required. At least one third of the total number of hours in the field must be art history courses and at least one third must be studio courses. Two semesters of Senior Seminar are required. Courses counted in the field must number 241 or above.

Bethany College Art Department reserves the right to retain as many as three works by each student from each class. These works will be added to a Collection of Student Art and will be used to enhance the campus.

Art 241 Introduction to Two-Dimensional Design

Basic course work in the theories and practice of two-dimensional design. This gives the student a fundamental view of past and present visual expression. Media include charcoal, pencil, tempera paint, ink, brush, construction paper, and others. Open to all students. 1 hr. lecture; 5 hrs. studio work. *3 Hours*

Art 242 Introduction to Three-Dimensional Design

Creative expression in, and theories of, three-dimensional design. Attempts through work with solid forms and volumes to establish a basis for evaluation of sculpture and three-dimensional design both past and present. Open to all students. 1 hr. lecture; 5 hrs. studio work. Prerequisite: Art 241 or permission of the Chairman of the Department. *3 Hours*

Art 301 Ceramics I

Basic techniques of designing, building and glazing ceramics. Individual projects carried on according to the student's ability. Prerequisite: Art 242 or permission of the Chairman of the Department. *3 Hours*

Art 302 Drawing I

Concentrated activity in academic drawing using a variety of drawing media. Primary emphasis will be placed on the still life, landscape and the human form. Prerequisite: Art 241 or permission of the Chairman of the Department. *3 Hours*

Art 303 Painting I

Basic techniques using still life, landscape, and the human form as subject matter. Prerequisite: Art 241 and 302 or permission of the Chairman of the Department. *3 Hours*

Art 304 Sculpture I

Creative expression in three-dimensional forms. Students will work with materials that are readily available and easily handled, such as wood, wire, plaster and clay. Prerequisite: Art 242 or permission of the Chairman of the Department. *3 Hours*

Art 305 Graphics

An introduction to printmaking processes emphasizing creative expression through such media as the block print and the serigraph. Prerequisite: Art 241 and 302 or permission of the Chairman of the Department. *3 Hours*

Art 306 Watercolor Painting

Basic techniques using still life and landscape as subject matter. Prerequisite: Art 241 and 302 or permission of the Chairman of the Department. *3 Hours*

***Art 335 Ancient and Medieval Art**

A survey of artistic activity from the Paleolithic Age of 1400. Emphasis will be placed on the contributions of the near eastern cultures, Classic Greece, and Republican Rome as well as Early Christian, Romanesque and Gothic styles. An outline of the scope of each area will be presented along with a specialized concern for at least one aspect of artistic development in each cultural area. *3 Hours*

***Art 336 Western Art of the 14th-17th Century**

The development of art in the North and South of Europe covering specific aspects of the art of the Renaissance, Mannerism and Baroque. Offered in 1971-72. *3 Hours*

***Art 337 Western Art of the 18th-20th Century**

The presentation of artistic endeavor from the beginning of Neo-Classicism to the present day in Europe, America and related countries. Emphasis will be placed on Impressionism, Post-Impressionism, Cubism and later developments. Offered in 1971-72. *3 Hours*

***Art 340 American Art**

A survey of the development of the arts in America from colonial times to the present with emphasis upon the evolution of style in architecture, sculpture and painting. *3 Hours*

Art 342 Elementary Teachers Workshop

A workshop dealing with materials and projects for children of elementary grade age levels. *2 Hours*

Art 349-350 Seminar in Art History

A seminar course dealing with specific aspects of the history of art for individual investigation and with the methods of research. Topics for study will be chosen by the student with the approval of the instructor. The course involves specialized and selected readings in the field and individual and group discussions. Prerequisite: 3 or more semester hours of art history. *3 Hours*

Art 401 Ceramics II

Advanced problems in ceramics with emphasis given to personal exploration and experimentation with glaze formulae and firing as well as the development of a personal idiom. Prerequisite: Art 301. *3 Hours*

Art 402 Drawing II

Advanced problems in freehand drawing. Emphasis will be given to exploration and experimentation with a variety of drawing media, the study of master drawings and the development of personal style in drawing. Prerequisite: Art 302. *3 Hours*

Art 403 Painting II

Advanced problems in the varied painting media (watercolor, oil, tempera and polymer and acrylic). Students must show proficiency in drawing various subjects such as the human form, landscape and still-life. Prerequisites: Art 303 or Art 306 and Art 302. *3 Hours*

Art 404 Sculpture II

Advanced problems in three-dimensional design. Emphasis will be given to personal exploration and experimentation with the varied sculptural media. Prerequisites: Art 242 and Art 304. *3 Hours*

Art 477-478 Senior Seminar

Required of all students concentrating in the field. A survey of Art for review and interpretation of the particular problems of this field. *1 Hour*

Art 480 Methods and Materials of Teaching Art

Methods, materials and techniques pertinent to the teaching of Art in the high school. *3 Hours*

Art 481-484 Art Practicum

An art theory course emphasizing the function and use of museums, collections and temporary exhibitions. The group will make one or more field trips per semester. Expenses must be met by students participating. Prerequisite: One Art History course or permission of the instructor. Preference will be given to Art majors. *1 to 4 Hours*

Art 487-488 Independent Study

1 to 3 Hours

Art 491-492 Honors Course

Designed for seniors of superior ability and achievement who are concentrating in Art. *1 to 3 Hours*

ASTRONOMY

Astronomy 102

A course in descriptive astronomy. This non-technical course is beginning astronomy includes such topics as the solar system, satellites, eclipses, constellations, the galactic system, and exterior systems. *3 Hours*

BIOLOGY

AIMS

To acquaint the student with the living world around him and the fundamental dynamic life processes; to demonstrate scientific methods of approach to problem solutions; to cultivate an attitude of inquiry and research; to develop laboratory skill in various types of work in zoology and botany; and to train students as teachers of biology and for certain professional work related to this field.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN BIOLOGY

A minimum of twenty-eight semester hours in the Department of Biology, and a minimum of twelve semester hours in chemistry, at least six of which are organic chemistry. Six hours of physics is also required. German or French should be elected to meet the graduation requirement for foreign languages.

Students who plan to teach or become professional biologists should elect the following sequence of courses: Biology 103-104, 201, 228, 303, 326, 338, 343, 365, 367, 399, 400, 425, 442, 477, and 478.

Students preparing for work in medicine, dentistry, nursing or as laboratory technicians should elect the following sequence of courses: Biology 103-104, 201, 303, 343, 367, 399, 440, 442, 477, and 478.

The sequence of courses is subject to approval of the Department Chairman.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN PRE-MEDICAL TRAINING

A minimum of twenty hours in the Department of Chemistry which must include Chemistry 101-102, 301-302; sixteen hours of biology, which must include Biology 103-104, 201 and 303, and eight hours of physics.

Sequence of courses subject to approval of the Senior Adviser.

Biol. 103 Animal Biology

An examination of the phylogenetic sequence in the animal kingdom. Emphasis is placed on the fundamental structures of animals, including man, their functions and an introduction to genetics. *4 Hours*

Biol. 104 Plant Biology

An examination of the plant kingdom with special emphasis on ecology, and the biochemistry and physiology of the cell. *4 Hours*

***Biol. 167 Introduction to Mammalian Anatomy and Physiology**

Mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body. Laboratory study of the anatomy of the cat, and human physiology. Discussions, demonstrations, and individual laboratory work. Not open to Biology majors. *3 Hours*

Biol. 201 Comparative Vertebrate Anatomy

Comparative anatomy of the representative forms of vertebrates; laboratory study of the comparative anatomy of the shark, other lower vertebrates, and cat. Prerequisite: Biology 103. Recommended for all pre-medical students. *4 Hours*

***Biol. 228 Field Botany**

The identification of plants from the field using keys. Morphology and botanical terms will be covered to the extent that the keys can be used successfully. Prerequisite: Biology 104 or a course in biology at secondary school level. Offered in 1971-72. *3 Hours*

Biol. 231 Ornithology

Anatomy, behavior and identification of local birds. *3 Hours*

Biol. 303 General Genetics

A synthesis of basic principles and modern molecular theory. Facility with simple mathematics is highly desirable. Prerequisite: Biology 103 or by permission of instructor. *3 Hours*

Biol. 326 Ecology

A study of the general principles of bioecology of plants and animals. Considerable time will be spent in one field. Special emphasis will be placed on field study of several communities. *3 Hours*

***Biol. 338 Advanced Botany**

The morphology of the vascular plants together with a study of the fundamental life processes of plants; growth, irritability, nutrition, metabolism, and hormonal control. Prerequisite: Biology 104. Offered in 1971-72. *3 Hours*

Biol. 343 Bacteriology

Morphology and physiology of fungi and bacteria; principles of laboratory technique; cultural characteristics and environment influences on bacterial growth. *3 Hours*

***Biol. 365 Invertebrate Zoology**

The invertebrate animals including phylogeny and morphology. A laboratory study of representative forms of invertebrates will be made. Offered in 1971-72.

3 Hours

***Biol. 367 Physiology and Biochemistry of the Cell**

An introduction to the structural organization and the important aspects of cell physiology in the light of modern biochemistry and biophysics.

3 Hours

Biol. 399-400 Junior Seminar in Biology

An introduction to the fields of Biology and to biological literature and research. A required course for those students of junior standing whose Field is Biology. To be taken both semesters in the junior year.

1 Hour

Biol. 402 Marine Biology

Credit may be given for summer courses taken at the Marine Biological Station at Woods Hole, Massachusetts, or at any other station of similar rank.

4 to 6 Hours

***Biol. 425 Animal Physiology**

Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states. Prerequisites: Biology 103 and 201 or by permission of the instructor. Offered in 1971-72.

3 Hours

***Biol. 440 Histology**

Structure of the cell and its modification into various tissues with special attention to the theory and practice of general histological techniques. Prerequisites: Biology 103-104 and 201 or by permission of the instructor.

3 Hours

Biol. 442 Vertebrate Embryology

Development of the tissues and organs in vertebrates; embryos of chick and pig studied in the laboratory. Prerequisites: Biology 103 and 201 or by permission of instructor.

3 Hours

Biol. 477-478 Senior Seminar in Biology

Current literature relating to investigations in various fields of biology. Prerequisites: Twenty-two credit hours in biology. Open only to students of senior standing. Required for Field in Biology. To be taken both semesters of the senior year.

1 Hour

***Biol. 480 Methods and Materials in Teaching Biology**

The aims and methods of teaching biology in the secondary schools. Special attention will be given to teaching general laboratory procedures and techniques of teaching. Prerequisite: Sixteen hours in the department. 3 Hours

Biol. 487-488 Independent Study

1 to 3 Hours

CHEMISTRY

AIMS

To contribute to the student's general culture, his understanding of the nature of the physical world and his understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical and graduate work.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of thirty-six semester hours in this department including Chemistry 101, 102, 210, 301, 302, 439, 440, 454, 477, 478 and three additional hours; Mathematics 201, 202, also 203 or 350; Physics 101-102. German or French should be elected to meet the graduation requirement for foreign language. The sequence of courses is subject to the approval of the Department Chairman.

A course of study designed to conform to the American Chemical Society standards is required for those students who plan to become professional chemists or plan to enter graduate work in chemistry. Under this plan, in addition to the chemistry, mathematics and physics requirements listed above for a field of concentration in chemistry, ten additional hours of upper division courses in chemistry and two years of German must be elected. Both Math. 203 and Math. 350 must be elected and additional courses in mathematics are strongly recommended. In addition to the German, a year of French is strongly recommended for those students planning to do graduate work. Among the electives, at least 18 semester hours, exclusive of English and modern language requirements, are required in the humanities.

The entering freshman who is interested in chemistry should be sure to select Chemistry 101 and mathematics at the appropriate level. Programs for subsequent semesters must be decided in conference with the faculty adviser for chemistry.

Chem. 101 General Chemistry and Inorganic Qualitative Analysis

A study of theoretical and descriptive inorganic chemistry. The laboratory work is primarily a study of the principles and practice of a systematic qualitative scheme of analysis for the cations and anions. Prerequisites: 2 units of mathematics or concurrently with Math 103. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 102 A. General Chemistry

A continuation of the lecture portion of Chemistry 101. The laboratory work consists of selected experiments in basic chemical principles and quantitative procedures. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 102 B. General Chemistry

Identical to Chemistry 102 A as far as the lecture work is concerned. The laboratory portion of the course is omitted. This course is taken with permission of the chairman of the department and only if Chemistry 210 is being taken concurrently with Chemistry 102 B. Three lectures per week. *3 Hours*

Chem. 210 Quantitative Analysis

An introductory course involving the theory and practice of volumetric and gravimetric procedures and some instrumental techniques. Prerequisite: Chem. 101-102; Chem. 102 may be taken concurrently. Two lectures and six hours of laboratory per week. *4 Hours*

Chem. 301-302 Organic Chemistry

An introductory course in the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. The laboratory work consists largely of organic preparations. Prerequisites: Chem. 101-102. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 439-440 Physical Chemistry

A study of theoretical chemistry including the following topics, gaseous state, atomic and molecular forces, crystalline state, physical properties and molecular structure, thermochemistry, thermodynamics, chemical equilibria, phase diagrams, chemical kinetics, conductance, electromotive force, ionic equilibria. Prerequisites: Chem. 301-302; Physics 101-102 and Mathematics 203 or 350 or by permission of the instructor. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 442 Advanced Organic Preparations

Organic syntheses, individually assigned, of an advanced nature. Prerequisite: Chemistry 301-302. Three hours or six hours or laboratory per week. *1 or 2 Hours*

Chem. 450 Advanced Inorganic Chemistry

The chemistry of certain elements and their compounds is studied and interpreted on the basis of modern theories of atomic and molecular structure. Prerequisite: Chem. 439. Three hours of lecture per week.

3 Hours

Chem. 454 Analytical Chemistry

The theory and practice of analytical chemistry with emphasis on instrumental methods of analysis. Prerequisites: Chem. 210, Chem. 439-440. Chem. 440 may be taken concurrently. Two lectures and six hours of laboratory per week.

4 Hours

Chem. 460 Advanced Organic Chemistry

The study of selected advanced topics in organic chemistry including reaction mechanisms. Students electing this course will generally also take 1 or 2 hours of Chem. 442. Prerequisite: Chem. 301-302. Two hours of lecture per week.

2 Hours

Chem. 462 Physical Organic Chemistry

The study of the theories and techniques relating structure and properties of organic compounds. Laboratory will be introduced as appropriate and will stress the use of instrumentation. Prerequisites: Chem. 301-302 and Chem. 439-440. Three hours of lecture, or two hours of lecture and 3 hours of laboratory per week.

3 Hours

Chem. 473-474 Advanced Physical Chemistry

A continuation of the basic course in Physical Chemistry with more emphasis on topics selected from the following: kinetics, quantum theory, spectroscopy, statistical mechanics, crystal structure, nuclear radiation. Prerequisite: Chem. 439-440. Two hours of lecture per week.

2 Hours

Chem. 477-478 Seminar in Chemistry

A survey of the fields of general, analytical, organic and physical chemistry and an investigation of the current literature relating to research in these areas. Required of all students with a Field of Concentration in Chemistry.

1 Hour

Chem. 480 Methods and Materials in Teaching Chemistry

The aims and methods of teaching chemistry in the secondary schools. Special attention given to laboratory procedure and techniques. Prerequisite: Sixteen hours of chemistry and junior or senior rank. Offered on demand.

2 or 3 Hours

Chem. 487-488 Independent Study in Chemistry

1 to 3 Hours

Chem. 491-492 Honors Course

Advanced theoretical and experimental work in chemistry; an introduction to research. Enrollment is limited to seniors of superior ability and achievement. Permission of the Chairman of the Department is required. *1 to 3 Hours*

COMMUNICATIONS

AIMS

The purposes are to help students integrate oral and written forms of communication in an inter-disciplinary approach and to enable them to develop an understanding and a philosophy of communication in a liberal education setting. Courses are designed to provide preparation for students desiring to do radio, television, newspaper or magazine work, free lance or professional writing, public relations counseling, advertising work, direction of high school or college publications, or teaching.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Twelve hours in English beyond Eng. 100; twenty-four hours in communications, including a sequence of 101, 201, 203 206, 375, three hours of Philosophy 202 or 301, and three hours of Mathematics 381.

Comm. 101 Introduction to Mass Communications

History and function of communications. Role of mass media in modern society. *3 Hours*

Comm. 201 Reporting

Techniques and values of news reporting and news writing; writing of varied news stories; includes straight and interpretative news reporting. *3 Hours*

Comm. 202 Copy Editing and Layout

Principles and practice of preparing copy for publication; includes typography, layout and design of newspapers. *3 Hours*

Comm. 203 Public Speaking

Relationship of thought and oral communication with emphasis on performance; principles and models will be studied; speeches to inform and persuade will be delivered and criticized. Debate. *3 Hours*

Comm. 206 Features

Writing human interest articles for magazines, newspapers, professional and trade journals. *3 Hours*

Comm. 301 Principles of Advertising

Study of principles, media, markets and merchandising; includes creative processes involving copy writing and layout. *4 Hours*

Comm. 302 Principles of Public Relations

The function of public relations in modern society, and the principles underlying its successful application; includes case studies of institutional programs. *4 Hours*

Comm. 325 Speech Correction

A study of the normal development of speech in children and of the common speech defects found at various grade levels. Methods of correcting defects in the classroom and ways in which the teacher and therapist can cooperate will be studied. *3 Hours*

Comm. 335 School Publications

Editorial and typographical problems of yearbooks, newspapers, handbooks, magazines, and other material. Laboratory work will include reportorial and editing work on one of the Bethany student publications. Prerequisites: Comm. 201, 202. *2 Hours*

Comm. 375 Introduction to Radio and Television

History and social significance of the electronic media in American culture; includes laboratory experience on college electronic media facilities. Prerequisite: Comm. 203. *3 Hours*

Comm. 401 History of Journalism

History of the newspapers, magazines, radio, television. *3 Hours*

Comm. 402 Public Opinion

Nature, significance and principles of public opinion; relationships of politics, culture and media to public opinion. *3 Hours*

Comm. 435 Internship in Mass Communications

First hand experience and knowledge in mass media, advertising, or public relations. Prerequisites: Comm. 201 and 202 for all assignments; also 375 for electronic media and 301 and 302 for advertising or public relations assignments. *2 Hours*

Comm. 477 Seminar in Communications

Research, discussion and criticism designed to correlate the work done in other courses. 1 Hour

Comm. 487 Independent Study

Subject include Methods and Materials of Teaching Communications, Photo-Journalism, Foreign Press, and specialized reporting. 1 to 3 Hours

ECONOMICS**AIMS**

The courses are intended to provide students with background for better understanding of current economic and social problems, and thus prepare them for intelligent citizenship; to train students for effective work in business, industry, or government; and to lay a solid foundation for graduate study.

REQUIREMENTS FOR FIELD OF CONCENTRATION*Requirements within the department:*

The Department of Economics requires a minimum of 27 hours in economics composed of the following core courses taken in the indicated sequence.

Freshman-Sophomore Years

Economics 200 Principles (4 hrs.)
Economics 265 Accounting (4 hrs.)

Junior Year

Economics 301 Microeconomics (4 hrs.)
Economics 302 Macroeconomics (4 hrs.)

Senior Year

Economics 401 Money and Banking (4 hrs.)
Economics 477 Senior Seminar (2 hrs.)
Economics 478 Senior Seminar (2 hrs.)

Requirements outside the department:

All majors are required to complete Statistics 381 and Calculus 201 by the beginning of the Junior Year. "A student must attain a grade of at least 'C' in Economics 200 before he may enter the Field of Economics or the approval of the chairman of the department."

Additional information:

The Junior Seminar is left to the creative ability of students and faculty, exploring current topics of mutual interest both in the field of economics and business. The purpose of the seminar is to challenge students to develop creative programs using the tools and skills of their major field of concentration.

Senior Seminar reviews research techniques and explores advanced economic problems for the purpose of supplementing and correlating the various areas of economics and business. This will be accomplished through discussion, special lectures, field trips, and will conclude with each student presenting a senior paper to an open forum.

Students who desire to pursue graduate work in economics should elect to take Economics 333, 334, and 441. Those who desire to pursue graduate work in business should elect to take Economics 320, 321, 324, and 365.

Econ. 151 Consumer Economics

The study of budgeting, installment buying, borrowing, savings, insurance, home purchasing, investments, and estate planning. This course cannot be used to satisfy hours for a major in the Department of Economics.

3 Hours

Econ. 200 Principles of Economics

(Formerly Economics 201-202) An introduction to the inevitable problems which are associated with scarcity. Alternative methods of settling economic questions are discussed, with special emphasis placed on the functioning of the market system. Pricing, output determination, monopoly power, wage controls and price fixing are all discussed in relation to contemporary issues. The student is also introduced to problems of money and banking, growth, the labor movement, and business operations. Students will read broadly from non-technical literature as well as use conventional text materials. This course is a prerequisite for all other economic courses with the exception of Economics 151.

4 Hours

Econ. 204 Contemporary Economic Issues

An intensive study of selected contemporary economic problems which require the student to use some of the analytical tools developed in Economics 200. Topics such as Appalachian poverty, water pollution, agriculture, urban renewal, regional economic development or economics of education could be studied. This course will attempt to utilize the "social laboratory" which surrounds the campus. Prerequisite: Economics 200.

3 Hours

Econ. 265 Principles of Accounting

An introduction to national income accounting as well as basic accounting and business concepts; principles of recording business transactions; cash record and control; periodic adjustments of transaction

data; financial statement presentation; payroll accounting; accounting and reporting principles of partnerships; corporations, branches, and departments. *4 Hours*

Econ. 266 Principles of Accounting

Basic cost accounting principles including job cost and process cost systems; interpretation of financial statements; control of manufacturing costs through budgeting; flow of funds; tax considerations in business decisions, etc. *3 Hours*

Econ. 301-302 Intermediate Economic Theory

An advanced survey of the elements of economic theory primarily for students concentrating in Economics. First semester: resource allocation, price determination, output determination, and income distribution under various market conditions. Second semester: a study of national income and employment determination, inflation, growth and economic stability, interwoven with mathematical analysis and model building.

These courses are designed to introduce the student to the techniques of differential and integral calculus, linear equations, matrix algebra, and statistics as applied to the above analysis. Prerequisites: Economics 200, Statistics 381, and Calculus 201. *4 Hours Each*

Econ. 320 Principles of Marketing

The marketing function of the manufacturer, wholesaler, jobber, retailer, mail-order house, chain store and other marketing institutions; cost of distribution; problems of marketing management and planning; modern trends in marketing will all be discussed. *3 Hours*

Econ. 321 Managerial Economics

Sources, types, and uses of economic information in business and industry, development of the management point of view, use of related disciplines in problem analysis and decision making. Prerequisite: Economics 200. *3 Hours*

Econ. 324 Business Finance

(Formerly Economics 325) The study of basic business organizations and the planning of financial requirements. An intensive look at cash flow analysis, budgeting and internal controls, outside fund raising and expansion, financial strains and reorganization, and the money markets. Prerequisites: Economics 200, 265. *3 Hours*

Econ. 333 Labor

(Formerly Economics 431) A general course in labor economics with an emphasis on trade unionism; history and objectives of organized labor; employment and wage theory; managerial labor policies; collective bargaining; and current social, economic, and political aspects of labor management relations. Prerequisite: Economics 200. *3 Hours*

Econ. 334 International Trade

(Formerly Economics 331) The principles of international trade and finance and their application to the modern world; the theory of comparative advantage; exchange rates, monetary standards, tariffs, quotas, and commercial policy; capital movements; aid to less developed countries. Prerequisite: Economics 200. *3 Hours*

Econ. 365 Data Processing

A study of principles and essential characteristics of modern computers with illustrations employing several of today's models; features of computer languages, system analysis, flow charts with basic programming techniques, problem solving, and testing. *3 Hours*

Econ. 378 Junior Seminar

Seminar topics will vary from year to year depending on the interest of students and instructors. Intensive studies of such topics as business and government, cities and redevelopment, investment markets, and structure and environment of business will be announced. A seminar will be offered each term. *2 or 3 Hours*

Econ. 401 Money, Banking, and Fiscal Policy

(Formerly Economics 329) A study of the various money markets; the operation of commercial banks, Federal Reserve System, and the Treasury Department including an analysis of tax revenues, expenditures and debt financing. Prerequisites: Economics 200, 265. *4 Hours*

Econ. 441 History of Economic Thought

Outstanding writers and their ideas are studied in relation to the conditions that led to important changes and developments in economic thinking. *3 Hours*

Econ. 444 Comparative Economic Systems

The theoretical study of capitalism, socialism, and communism including actual economic systems exemplifying these modes studied in terms of their historical evolution. *? Hours*

Econ. 477-478 Senior Seminar

Senior seminar reviews research techniques and explores advanced economic problems for the purpose of supplementing and correlating the various areas of economics and business. Students will select a seminar topic during the fall semester and a "public performance" of the senior paper will be given sometime during the spring semester. Occasionally special lectures and field trips will be offered. Open only to seniors in economics. *2 Hours Each*

Econ. 487-488 Independent Study in Economics

Only by approval of instructor and the Chairman of the Economics Department. *1 to 3 Hours*

EDUCATION

AIMS

To provide, in conjunction with other academic departments, balanced programs of preparation for elementary and secondary teaching based on a thorough background in the Liberal Arts; to promote maximum utilization of College and public school resources for students' personal and professional development; to emphasize sound principles of effective teaching based on research in human development and learning; to prepare prospective teachers to utilize newly developed curricula, methods, and materials being adopted by progressive schools; to stimulate thinking about problems in education; to prepare students to continue their study in graduate school if they so desire.

Requirements for Teacher Education

A student preparing for elementary or secondary school teaching must plan to complete: (1) the distribution requirements described on page 77, (2) a selection of courses providing appropriate subject matter background for his teaching, and (3) a program of professional education courses and experiences designed to give a broad understanding of concepts and skills in teaching. Bethany College is accredited for both elementary and secondary teacher preparation by the National Council for Accreditation of Teacher Education (NCATE).

All States have teacher certification requirements affecting some or all of the areas named in the preceding paragraph. Although a number of states grant special consideration to graduates of NCATE — accredited institutions, those preparing to teach must complete a state-approved program which may require a full four years of planned work. It is the student's responsibility to seek appropriate counseling promptly, preferably early in his freshman year, and to become familiar with all of the above requirements which apply to him.

The Department recognizes abilities which a student may have already established in a given subject matter area through previous training and experience and assists him in planning his program accordingly. Waivers or advanced standing granted by the College are noted on official transcripts so that courses from which a student is exempted may be applied toward certification requirements.

Leadership of children and youth groups, e.g., summer camp, scouts, church school, playground supervision, etc., are strongly recommended for students planning to teach.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN ELEMENTARY EDUCATION

Professional education courses are usually taken in the following sequence: Sophomore year—Ed. 201, 202, 242; Junior year—Ed. 341, 345, 376; Senior year—Ed. 443, 346, 301 and Psych. 333 (Psych. 101 is prerequisite for 333). The senior year courses, including student teaching, are taken the first semester and comprise a fifteen semester hour professional block in elementary education.

Additional courses in Education and other departments will be included to provide competency in special areas of elementary teaching and to meet individual needs and interests. At least 12 hours are required in a related area of subject specialization to qualify teachers for departmental or team teaching. This background will also enable graduates to pursue an academic area in a graduate program, which is now required for permanent certification in a number of states.

Course selection and sequences are subject to approval by the Department.

SECONDARY EDUCATION

Bethany College prepares junior and senior high school teachers in the fields of art, biology, chemistry, physics, general science, psychology, sociology, English, foreign languages, health and physical education, journalism, mathematics, music, and social studies. Combinations of fields are often advisable from the standpoint of employability.

A Field of concentration is not offered in secondary education as such. Students preparing to teach in secondary schools elect one or two academic fields representing their choice of teaching fields and an *area* in secondary education.

Required professional education courses are usually taken in the following sequence: Sophomore year—Ed. 202. Junior year—Ed. 378,480 (methods and materials in teaching a particular subject field). Senior year—Ed. 475, 301, 328, and Psych. 333, (Psych. 101 is prerequisite). The senior year courses are taken the first semester and comprise a fifteen semester hour professional block in secondary education. Additional education courses may be included to meet certification requirements or individual needs and interests. The student may declare education as his related field in meeting the College graduation requirements.

The student will be assigned to a faculty advisor in the department of his choice. He should be sure his adviser knows he is preparing to teach, so that the latter can recommend appropriate courses and refer him to others for advice when necessary. Programs designed for regular departmental majors may need substantial modification for prospective teachers.

Course selections and sequences in the secondary education area, including the 480 methods and materials course, are subject to approval by the Department of Education. The student's total preparation must be approved by this Department and the Chairman of his Field.

Admission to Teacher Education

During Freshman Week there will be a special session for those interested in preparing to teach. Freshmen starting their programs are urged to consult a member of the Education Department individually as soon as possible for counseling with respect to prospects for employment in the various teaching fields, state certification requirements, etc.

During the second semester of the sophomore year, and after the student has enrolled in at least one education course, written application for admission to the elementary or secondary teacher education program should be submitted to the Department of Education on forms obtained from the Department.

Applications are appraised by the Teacher Education Review Committee with respect to academic achievement, emotional and physical fitness, personality traits, and other factors the Committee considers essential to a teaching career. The Committee may: (1) recommend full or conditional approval; (2) suggest programs to overcome certain deficiencies, or, in some cases, (3) recommend that the student not prepare for teaching.

A "C" average must be attained in all professional education courses attempted through the sophomore year for admission to subsequent professional education courses. All Committee recommendations for approval are on this condition.

The Committee may review a student's qualifications at any time and issue appropriate recommendations. The general qualifications of all students are reviewed at the time they apply for student teaching.

JANUARY EXPERIENCE

A period of observation and participation in a school is to be planned in cooperation with the Education Department staff preceding student teaching, normally during the January Term of the student's junior year. January Experience (Ed. 350-J) or its equivalent is a prerequisite to student teaching.

Professional Block

Each student pursuing a curriculum in teacher education will take a designed group of professional courses, including student teaching, during the *first* semester of the senior year. This is designated as the PROFESSIONAL BLOCK. Requirements for admission to the Block are as follows:

Prerequisites—Students should have satisfied all prerequisites to Education 443 or 475 that precede the professional block program. Prerequisites cannot be deferred until after student teaching or taken at another institution without *written* permission of the Department of Education.

Elementary Education—A student must have a general “C” average in all academic work, and a “C” average in professional (Education) courses taken prior to the time he is admitted to the Block.

Secondary Education—A student must have a general “C” average in all academic works, a “C” average in his teaching field(s), and a “C” average in professional education courses, including special methods courses, taken prior to the Block.

Application for Student Teaching—Students are required to make application for student teaching during the second semester of the junior year, on forms provided by the Education Department. This application requests the recommendation of the student’s Senior Advisor and requires the approval of the Chairman of the Department of Education. Applications will not be approved for students not previously admitted to teacher education, as explained above.

Students will not be permitted to schedule courses in conflict with the Block during the semester they are enrolled in it, or carry extra-curricular activities which will interfere with the requirements imposed by the Block. Any exception to the above must be approved by the Chairmen of the Departments concerned and by the Dean of the Faculty. Students should *not* register for more than 16 hours of academic work, including student teaching, during the semester in which they are enrolled in the Block.

Student teachers may be required to live in the community to which they are assigned. Additional expense for off-campus living, transportation, and meals might total about \$150—partly offset by some reimbursement of board fees by the college.

Certification

Near the end of his senior year, each student should initiate application procedures for certification in the state where he expects to teach.

All applications require the Education Department Chairman’s recommendation. To be recommended, a student must meet—in addition to certification requirements of the state for which he is applying—the following qualifications: (1) successful student teaching experience; (2) completion of the National Teacher Examinations during his senior year, as arranged by the Education Department; (3) completion of an approved teacher education program; (4) eligi-

bility for graduation; and (5) evidence of personal traits and character conducive to success as a teacher.

Ed. 201-202 Human Development and Learning

Individual and group development from infancy through adolescence. The types of school programs which best meet the needs and interests of young people as they relate to cognitive principles are considered. Observation and first hand contacts with children are provided. 201—infancy to adolescence; 202—adolescence to young adult. Freshmen admitted only with instructor's consent. *3 Hours*

Ed. 242 Principles and Curriculum of Elementary Education

Teaching and learning principles which affect planning for the development and education of the child through the first six grades, with an overview of curriculum as it affects the various levels in the elementary program. Planning with children and parents, teaching in the classroom and the community, organizing appropriate activities and materials, and reporting the child's progress to parents. *3 Hours*

Ed. 301 History and Philosophy of Education

Development of modern education in social, historical, and philosophical context, emphasizing ideas which have had the greatest impact on present day theory and practice and current philosophical issues in American education. *3 Hours*

Ed. 328 Principles and Techniques of Secondary Education

The aims, functions, and curriculum organization of the secondary schools; basic methods, materials and techniques, including evaluation, applicable to modern teaching in junior and senior high schools. *3 Hours*

Ed. 333 Educational Psychology

See Psychology 333. A study of the application of psychological principles to the field of Education. Included will be the areas of learning, transfer of training, individual differences, motivation, achievement testing, and the language and communication skills as they apply to education. Prerequisite: Psych. 101. *3 Hours*

Ed. 338 Psychological and Educational Tests and Measurements

See Psychology 336. The course will deal mainly with group testing, with attention to the construction and use of standardized and of *ad hoc tests*. The necessary correlation techniques will be included. Recommended especially for students in secondary education. Prerequisite: Psych. 101. *2 Hours*

Ed. 341 Language Arts in the Elementary Area

Teaching the skills of reading, listening, speaking and writing as they relate to the total curriculum throughout the elementary program. Strong emphasis on teaching of reading and the integration of the related areas in language arts. Classroom experience in public school.

3 Hours

Ed. 342 Children's Literature in the Elementary School

Includes a background of the history of children's literature; familiarity with established and current literature in this area; methods and techniques of using current literature; work with children.

3 Hours

Ed. 345 Teaching Mathematics in Elementary Area

Emphasis on arithmetical skills, including the understanding of fundamental processes; comparison of different philosophies in teaching arithmetic; elements of modern mathematics; practical application of arithmetical skills at all levels of the curriculum. Classroom experience in public schools.

3 Hours

Ed. 346 Teaching Social Studies and Science in Elementary Area

Emphasis on science and social studies including history and geography. Approached through various methods including unit study, inquiry, experimentation, etc. Planning the curriculum to bring about understanding of these areas in relation to living in our society.

3 Hours

Ed. 350-J January Observation Experience

Guided observation and limited participation in teaching or administrative duties in elementary or secondary schools, usually during the January Term of the junior year. Arrangements must be cleared in advance through the Education Department.

Non-Credit

Ed. 365 Audio-Visual Education

Selection and effective utilization of visual and auditory materials and equipment including pictures, slides, motion pictures, television, recordings, and programmed materials. Laboratory experiences with audio-visual materials and equipment. Students who have not completed any professional education courses admitted only with the instructor's consent.

2 Hours

Ed. 376 Junior Seminar in Elementary Education

Exploration of various phases of the total aspect of teacher preparation.

1 Hour

Ed. 378 Junior Seminar in Secondary Education

School organization, control and finances. Status of the teaching profession, employment, advancement, salary policies, teacher evaluation, retirement, tenure, contracts, working conditions, rights and responsibilities, professional organizations, teacher education, certification, accreditation. Student teaching orientation.

1 Hour

Ed. 443 Observation and Directed Teaching in Elementary Education

Observation and full-time teaching at both primary and intermediate levels for an eight-week period, distributed to include a minimum of 200 clock hours of direct teaching responsibilities. Students are required to submit an application for permission to take this course prior to advance registration. Students should not register for more than sixteen hours of academic work, including student teaching, during the semester that this course is carried. Prerequisite: Education 201-202, 242, 341, 345, 376, and Ed. 350-J; concurrent enrollment in Education 301, 346, and Psychology 333. 6 Hours

Ed. 452 Education of Exceptional Children

Identifying exceptional children, understanding their situation and behavior, working with them as learners and group members, and directing their handling of themselves as members of society. Seminar discussions, readings, work with children and application of integrated knowledge of work with children. Prerequisite: Ed. 443 or consent of instructor. 3 Hours

Ed. 475 Observation and Directed Teaching in Secondary Education

Observation and full-time teaching in public secondary schools; participation in school activities; acquaintance with the role of teachers and principals in administration of the high schools. *Seminar is required throughout the semester.* Students are required to make application for permission to take this course prior to advance registration. Students should not register for more than sixteen semester hours of academic work including student teaching during the semester that the course is carried. Prerequisite: Education 202, 378, 350-J, and 480; concurrent enrollment in Education 301, 328, and Psychology 333. 6 Hours

Ed. 478 Senior Seminar in Secondary Education

Professional procedures for securing employment; certification provisions; ethical and legal concerns of teachers; careers in education; resources for continuing professional growth; developing a personal philosophy of education; planning for the first year of teaching. 1 Hour

Ed. 480 Special Methods and Materials in Teaching

2 or 3 hours. See courses offered in several departments, viz:

Art 480

Biology 480

Chemistry 480

Communications 480

English 480

Foreign Languages 480
Mathematics 480
Music 480
Physical Education 480
Physics 480
Psychology 480
Social Science 480

Also see auxiliary methods courses, i.e. Art 342, Music 479, and Physical Education 464.

Ed. 485 Developmental Reading in Secondary School

Review of the fundamental word attack skills and reading comprehension initiated in the elementary school, stressing further development at the secondary levels. Application to various content areas will be made through directed observation in a public school. *1 Hour*

Ed. 487-488 Independent Study in Education

1 to 3 Hours

ENGLISH

AIMS

To teach students to write effectively and to understand the structure of the English language; to provide them with a knowledge of major literary works; to provide them with standards for the intelligent evaluation of literature.

REQUIREMENTS FOR FIELD OF CONCENTRATION

1. Concentration in English requires a minimum of 32 hours in the department, exclusive of English 100. The following courses must be included, and when possible should be taken in the order given:

English 123	Mythology (May be satisfied by examination or by Fine Arts 150)
English 221	Preface to Literary Studies
English 225-226	British Literature
English 341-342	Major American Writers
English 392	Literary Criticism
English 407 or 408	Studies in Literary Periods
English 477-478	Senior Seminar
English 490	Senior Essay

Students preparing to teach must also include the following:

English 251	Literature of the Western World
English 305	Advanced Writing
English 306	Development of the English Language
Education 480	Methods of Teaching English

2. Students concentrating in English should also include a number of courses in other departments. The following are strongly recommended:

Art 335, 336, 337, or 340
 Fine Arts 150
 History 201-202 and 325-326
 Literature in any foreign language (if qualified)
 Music 201, 203, or 204
 Philosophy 201, 353-354, and 378
 Religion 331 or 332

3. Students will not be accepted for concentration in English later than the beginning of their fifth semester unless they have completed at least three of the following: English 221, 225, 226, 341, 342.

4. Students concentrating in English are expected to attain a minimum grade of C in all courses in the department.

Eng. 100 English Composition

Training in the principles of clear and effective writing in conjunction with the reading of significant works of literature. Each student will write approximately ten essays based on course readings, and one long paper based on research.

4 Hours

Eng. 123 Mythology

A study of myths and legends (chiefly Greek and Roman) and their use in literature.

1 Hour

Eng. 221 Preface to Literary Studies

An introduction to methods of studying literature. The course includes study of the following: the forms and techniques of poetry and prose; critical approaches to literature; bibliography; the preparation of critical essays and research papers. The course is designed for students concentrating in English. Other students may register only after consultation with the instructor.

3 Hours

Eng. 225-226 British Literature

The development of British literature from the beginnings to the present. First semester: from Beowulf to approximately 1660. Second semester: from approximately 1660 to the present. Students may register for 2 hours only with the consent of the Chairman of the Department.

2 or 4 Hours

Eng. 251-252 Literature of the Western World

A study of literary works which are significant in the development of Western civilization and modern man. The material is presented chronologically. The first semester includes selections from Homer, Greek drama, Dante, Chaucer, and others. The second semester includes selections from Cervantes, Milton, Melville, Dostoievsky, Ibsen, Faulkner, and others. Recommended for students not concentrating in English. *4 Hours*

Eng. 305 Advanced Writing

Intensive practice in the writing of imaginative or expository prose, with emphasis upon the achievement of literary excellence. Individual assignments and frequent conferences. May be repeated for credit. Prerequisite: consent of the instructor. *2 or 3 Hours*

Eng. 306 The Development of Modern English

Study of the English language from Anglo-Saxon to Modern English, with emphasis upon the structure and vocabulary of the later. *3 Hours*

Eng. 341-342 Major American Writers

Study of major writers from the Colonial Period to the present, with emphasis upon those of the nineteenth and twentieth centuries. *3 Hours*

Eng. 392 Literary Criticism

Study of the value and function of criticism and of various critical approaches to literature from Aristotle to the present. Practical criticism and analysis of poetry and prose. Prerequisite: 12 hours in literature courses in the department. *3 Hours*

Eng. 401-402 Shakespeare

Study of the major plays. Approximately twelve plays are read each semester. *3 Hours*

Eng. 405-406 Studies in American Literature

A seminar for the study of a single theme, genre, or movement, or of the work of several related writers. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. First semester 1970-71: American Poetry. Second semester 1970-71: Hawthorne, James, Faulkner. Prerequisite: Eng. 341-342 or consent of instructor. *3 Hours*

Eng. 407-408 Studies in Literary Periods

A seminar for the study of a limited period of time in British literature. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. First semester 1970-71: 17th Century. Second semester 1970-71: Victorian. Prerequisite: English 225-226 or consent of instructor. *3 Hours*

Eng. 409-410 Studies in Major Authors

A seminar for the study of major American, British or European authors. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. First semester 1970-71: Samuel Johnson. Second semester 1970-71: not offered. *3 Hours*

Eng. 411-412 Studies in Literary Genres

A seminar for the study of a single literary genre or mode, such as the epic, the novel, biography, tragedy, or satire. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar will be offered annually. First semester 1970-71: Drama of the 1960's. Second semester 1970-71: 1. Modern Poetry 2. Myth and Fantasy in Fiction. *3 Hours*

Eng. 477-478 Senior Seminar

Reading, criticism and research designed to correlate the work of other courses. Prerequisite: Eng. 221, 225-226, 341-342, 392. *2 Hours*

Eng. 478 Senior Seminar

A continuation of Eng. 477. *1 Hour*

Eng. 480 Methods of Teaching English

(See Education 480) Study of the methods and materials used in the teaching of English in secondary schools. *2 Hours*

Eng. 487-488 Independent Study

Individual study in any area of literature in which the student is interested. The number of papers and conferences will be determined by the instructor. Prerequisite: Six hours in literature courses in the department and consent of the instructor. *1-2 Hours*

Eng. 490 Senior Essay

A major paper on a literary topic in which the student is deeply interested. The Essay may deal with any aspect of English or American literature. It must give evidence of the student's ability to engage in research, to analyze literary works, and to write clearly and effectively. Students who are preparing to teach may offer in lieu of the Essay a detailed plan for teaching a literary work or works to a selected group of high school students. *1 Hour*

Eng. 491-492 Honors

Advanced independent study for students of superior ability and achievement. Prerequisite: recommendation of the Chairman of the Department. *1-3 Hours*

FINE ARTS

AIMS

The Department of Fine Arts is not a separate faculty; it draws upon the faculties and curricula of the Departments of Art, Music, Philosophy, and Speech and Drama. Its aims are to give expression to the aesthetic unity of the various forms and modes of art, and to permit students to pursue a non-professional interest in these fields.

REQUIREMENTS FOR FIELD OF CONCENTRATION

All students concentrating in Fine Arts must take Fine Arts 201-202; Art 241 or Art 242; Theatre 301; Music 101 or Music 111; Philosophy 378; and Fine Arts 478. In addition, at least eight courses must be elected from at least two of the following categories, with an emphasis (five courses) in one of the categories. At least four of these eight courses must be in courses 300 or above.

1. Art: advance art studio and art history courses.
2. Music: music theory and music literature courses.
3. Communications: basic speech courses.
4. Theatre: advanced theatre courses.

Students electing this field of concentration would also normally be expected to participate extra-curricularly in at least some of the performing and practicing activities in the area of emphasis.

A student concentrating in Fine Arts may elect a related field in another Department, or in Art, Music, or Theatre. In the latter case, however, the related field may not be the same as the area of emphasis, and the same courses may not be used in satisfying the requirements both for the field of concentration and for the related field.

Students primarily interested in Art or Music should also consult the sections of this catalogue dealing with the fields of concentration in those Departments.

Fine Arts 150 Classical Traditions

This course aims to develop a true perspective and appreciation of the ideas and forms of the humanistic tradition. The major works in the art, literature, and philosophy of Greece and Rome will be treated in their historical setting. Mythology and the social structure will be included to interpret the individual works. Slides will acquaint the student with the art of Greece and Rome. Readings will include Homer, Vergil, Cicero, Socrates, Plato, Aristotle, Sophocles, Euripides, Dante and Milton.

3 Hours

Fine Arts 201-202 Introduction to the Arts

An introduction to the elements of the graphic and plastic arts and music and to the organization of these elements in works of art through the examination of representative master works of Western art from all ages. Consideration is given also to aesthetic functions and values. The sequence is chronological, the first semester extending to mid-18th century, the second, from that point to the present. *3 Hours*

Fine Arts 478 Seminar

A survey review of the Fine Arts area concentrating upon the student's field of emphasis, largely in preparation for the senior comprehensive examination. Required of all seniors in the Fine Arts Field. *2 Hours*

FOREIGN LANGUAGES**AIMS**

To introduce students to the language, literature and culture of France, Germany and the Spanish-speaking countries; to provide training in reading for students who are interested in scientific or historical study requiring a foreign language as a "tool subject"; and to give adequate training in language, literature and expression to students who are preparing to be teachers, translators, or representatives in foreign service.

**REQUIREMENTS FOR FIELD OF CONCENTRATION
IN FRENCH, GERMAN, OR SPANISH**

A minimum of twenty-four hours in the language, not including French 101-102, German 101-102 or Spanish 101-102, with eighteen hours of advanced courses. A reading knowledge of one foreign language other than the one chosen as the field of concentration is strongly recommended. Students expecting to teach a foreign language must complete Foreign Languages 480. Foreign Languages 425 is required in each field. History 301 and 302 are recommended. Sequence of courses subject to approval of the Department Chairman.

**REQUIREMENTS FOR FIELD OF CONCENTRATION
IN FOREIGN LANGUAGES**

A minimum of eighteen hours in advanced courses in French, German or Spanish; at least six hours advanced courses in a second language; reading knowledge of the third; Foreign Languages 425. The sequence of courses is subject to approval of the Chairman.

French

Fr. 101-102 First Year French

Fundamentals of grammar, pronunciation and composition. Emphasis on audio-lingual approach to develop basic skills of comprehension, speaking, writing, and reading. Two half-hour laboratories per week in addition to four hours' classroom work. Course is intended for students who have no acquaintance with the language and is not open to students who have had previous instruction in French. Not more than eight hours credit can be earned in 101-102 and 151-152. *4 Hours*

Fr. 151-152 First Year French (Review)

A review of the fundamentals of grammar, pronunciation and composition for students who have studied French before but who do not make a high enough score on the entrance placement test to admit them to French 201-202. Two one-half hour laboratory work per week in addition to two hours' classroom work. Not more than eight hours credit can be earned in 101-102 and 151-152. *2 Hours*

Fr. 201-202 Intermediate French

Grammar review, composition, dictation, intensive and extensive reading. Two half-hour laboratories per week in addition to two hours' classroom work. Prerequisite: French 101-102 or a satisfactory standing in an achievement test. *2 Hours*

Fr. 301-302 Conversation and Composition

Conversation, dictation, and composition. Special attention to current publications and present day events. To fulfill the requirements the student must attend the weekly language table at the dinner hour. Prerequisite: French 202 or equivalent. *3 Hours*

*Fr. 303-304 The Novel

The French novel from its beginning to the twentieth century. Conducted in French. Prerequisite: A reading knowledge of French. *3 Hours*

*Fr. 325 Nineteenth Century French Literature

A critical study of representative authors of each literary movement of the 19th century: romanticism, realism, naturalism. Special emphasis on poetry and the novel. Prerequisite: A good reading knowledge of French. French 327-328 recommended. Conducted in French. Offered in 1971-72. *3 Hours*

*Fr. 326 Twentieth Century French Literature

A critical study of major authors of 20th century French literature from Paul Claudel to Albert Camus. Emphasis on modern drama and novel. Prerequisite: French 325 or one semester of French 327-328. Conducted in French. Offered in 1971-72. *3 Hours*

Fr. 327-328 History of French Literature

Survey of French literature from the early periods to the present time. Readings in French from an anthology. Conducted in French. Prerequisite: A reading knowledge of French. *3 Hours*

***Fr. 425 Seventeenth Century Literature**

Study of the plays of Corneille, Racine, and Moliere. Readings in Descartes, Pascal, Boileau and others. Conducted in French. Prerequisite: A reading knowledge of French; French 327-328 recommended. *3 Hours*

***Fr. 426 Eighteenth Century French Literature**

French rationalism including readings in Voltaire, Montesquieu, Marivaux, Diderot and Rousseau. Prerequisite: A good reading knowledge of French. French 327-328 recommended. Conducted in French. *3 Hours*

German**Ger. 101-102 First Year German**

Fundamentals of pronunciation, grammar, reading and composition. Emphasis on audio-lingual approach to develop basic skills of comprehension, speaking, writing, and reading. Two one-half hour laboratory work per week in addition to four hours' classroom work. For students who have no acquaintance with the language. *4 Hours*

Ger. 201-202 Intermediate German

Grammar review, composition, dictation, intensive and extensive reading. Two half-hour laboratories per week in addition to two hours' classroom work. Special emphasis on outside reading in student's field of concentration. Prerequisite: German 101-102, or equivalent. *2 Hours*

Ger. 301-303 Conversation and Composition

Conversation, dictation, and composition. Special attention to current publications and present day events. To fulfill the requirements the student must attend the weekly language table at the dinner hour. Prerequisite: German 202 or equivalent. *3 Hours*

***Ger. 303-304 Nineteenth Century Literature**

Reading and critical study of the nineteenth century, especially Kleist, Hebbel, Heine, Keller; special emphasis on the drama and the Romantic School. Outside readings and reports. Conducted in German. Prerequisite: A reading knowledge of German. *3 Hours*

***Ger. 327-328 History of German Literature in English**

German literature from the Hildebrandslied to the twentieth century. Conducted in English. A reading knowledge of German is desirable, but not essential. *3 Hours*

***Ger. 427-428 Eighteenth Century Literature**

Readings from the words of Lessing, Goethe and Schiller. Conducted in German. Prerequisite: A reading knowledge of German. Outside reading and reports. Offered in 1971-72. *3 Hours*

Greek

Students wishing to study Greek language and literature should enroll in FOREIGN LANGUAGE 487-488. See also, RELIGION 211-212 and 411-412, BEGINNING and INTERMEDIATE NEW TESTAMENT GREEK.

Latin

Students wishing to study Latin language and literature should enroll in FOREIGN LANGUAGE 487-488.

Spanish

Span. 101-102 First Year Spanish

Fundamentals of pronunciation, grammar, reading and composition. Emphasis on audio-lingual approach to develop basic skills of comprehension, speaking, writing, and reading. Two one-half hour laboratory work per week in addition to four hours' classroom work. For students who have no acquaintance with the language. Not open to students who have had previous instruction in Spanish. Not more than eight hours credit total can be earned by any combination of 101-102 and 151-152. *4 Hours*

Span. 151-152 First Year Spanish (Review)

A review of the fundamentals of grammar, pronunciation and composition for students who have studied Spanish before but who do not make a high enough score on the entrance placement test to admit them to Spanish 201-202. Two one-half hour laboratory work per week in addition to two hours' classroom work. Not more than eight hours credit can be earned by any combination of 101-102 and 151-152. *2 Hours*

Span. 201-202 Intermediate Spanish

Grammar, oral work and reading. Practice in dictation, writing and speaking. Reading of modern prose and plays. To half-hour laboratories per week in addition to two hours' classroom work. Prerequisite: Spanish 101-102 or equivalent. *2 Hours*

Span. 301-302 Conversation and Composition

Conversation, dictation, and composition. Special attention to current publications and present day events. To fulfill the requirements the student must attend the weekly language table at the dinner hour. Prerequisite: Spanish 202 or equivalent. *3 Hours*

***Span. 325 Introduction to Latin American Literature**

A general survey of Latin American literature from the 16th to the 20th century with special attention to Modernism and contemporary movements. Conducted in Spanish. Prerequisite: Span. 202 or equivalent. 3 Hours

***Span. 327-328 Survey of Spanish Literature**

A general survey of Spanish Literature from its beginnings in the Medieval period to the present. Lectures, readings, and reports. Conducted in Spanish. Prerequisite: Spanish 202 or permission of the Chairman of the Department. Offered in 1971-72. 3 Hours

***Span. 426 Spanish Literature of the Golden Age**

A survey of the 16th and 17th centuries with particular emphasis on *Don Quixote*. 3 Hours

***Span. 427 Spanish Realism of the 19th Century**

A study of the development of the drama and novel during the period of realism in Spain. Prerequisite: A reading and speaking knowledge of Spanish. Offered in 1971-72. 3 Hours

***Span. 428 Twentieth Century Spanish Literature**

A study of Spanish literature from the beginning of the 20th century. Prerequisite: A reading and speaking knowledge of Spanish. Offered in 1971-72. 3 Hours

***F.L. 425 Linguistic Development of Languages**

An introduction to historical, structural and applied linguistics. The development of English, French German and Spanish from the Indo-European to modern times. Special emphasis on current developments in linguistics and semantics. Required of all majors in the department. Open to other students with the permission of the Chairman of the Department. Offered in 1971-72. 3 Hours

F.L. 478 Seminar

Intensive, integrated study in field of concentration. Geography, history, government, education, science, press, art and music of French, German or Spanish-speaking countries. Required of students selecting a Field of Concentration in Foreign Languages. 3 Hours

F.L. 480 Methods and Materials in Teaching Foreign Languages

Study of methods, classroom materials, extra-curricular activities necessary for the teacher of French, German, or Spanish. Special emphasis on the audio-lingual techniques, applied linguistics and language laboratory. 3 Hours

F.L. 487-488 Independent Study in European Languages

1 to 3 Hours

F.L. 491-492 Honors Course

Minor research studies. Readings, conferences, and reports on a field of special interest. Enrollment limited to students concentrating in Foreign Languages who are seniors of superior ability and achievement. Permission of the Chairman of the Department required.

1 to 3 Hours

GENERAL SCIENCE

G. Sci. 301 History and Philosophy of Science

A study of the major ideas conceived by Western man in attempting to comprehend the natural world. Prerequisite: One year of college level science or consent of instructor. Offered first semester, 1971-72.

3 Hours

G. Sci. 302 Technology and Culture

An historical examination of the effects of technological innovations upon various societies special emphasis being placed upon technology of the Western world since 1850. Offered second semester, 1971-72.

3 Hours

GEOGRAPHY AND GEOLOGY

Geog. 201 Principles of Geography

The general principles of the science including earth origins, the results of the dynamic geological agencies tending to change its surface. Practical work in mineralogy, physiology and stratigraphy is required during the course.

3 Hours

Geog. 302 World Geography

A study of the physical, social, and political geographic factors of the world today. Recent changes in Europe, Asia and Africa will be stressed.

3 Hours

HEURISTICS

Heur. 101-102

A seminar designed to introduce freshmen to liberal self-education through critical observation, rational argument, and precise expression. The subject of enquiry may vary from section to section. *2 Hours*

HISTORY AND POLITICAL SCIENCE

AIMS

To present the origin and development of institutions and ideas; to point out the great traditions that are molding our thought and action today; and to gain a better perspective of our political, economic, and social life. The courses in Political Science are intended to acquaint the student with political institutions and political problems in the United States and the world today.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Twelve hours in European or World History, twelve hours in American History, six hours in Political Science, and History 477-478. Three hours should be selected from the area of African, Asian, or Latin American History. Students are encouraged to select a related field from one of the other social sciences, the humanities, or some other clearly related area of study.

European and World History

Hist. 100 Development of World Civilizations

The development of political social and cultural institutions from ancient times to the twentieth century, especially as they contribute to an understanding of our civilization. Assignments dealing with Asia, Africa and Latin America will be included. *4 Hours*

Hist. 297-298 Special Studies in History

A course designed to allow students to study under professors and other competent foreign visitors who are on the Bethany campus on a short term basis. Depending upon the instructor at the time, the course may deal with either the history or recent developments in areas such as Africa, Asia, Latin America, Eastern Europe, etc. *1 to 3 Hours*

Hist. 301-302 Modern European History

A survey of European civilization from the sixteenth century to 1945. Second semester begins with 1815. *3 Hours*

*Hist. 303 Modern Economic History and Development

A study of the development of modern industrial economics. Emphasis will be placed on nineteenth and twentieth century United States development and economic history. Attention will also be paid to the problems of the underdeveloped economies of the twentieth century. *3 Hours*

Hist. 325-326 The History of England

The political, economic, and social history of English to the eighteenth century. Second semester includes the eighteenth, nineteenth, and twentieth centuries. *3 Hours*

Hist. 371 History and Politics of Africa and the Middle East

A survey of the area. The effect of geography, tribal development and the European impact on the present problems of the area will be studied. Developments since World War II will be emphasized. *3 Hours*

Hist. 372 History, Culture and Politics of Asia

A survey of the history, civilization and recent developments in South, East and Southeast Asia. *3 Hours*

***Hist. 427 Ancient Civilization**

A history of the Near East, Greece, and Rome to the fourth century A.D. Offered in 1971-72. *3 Hours*

***Hist. 428 The Middle Ages**

European civilization from the fourth to the fifteenth centuries. *3 Hours*

***Hist. 466 British Constitutional History**

A history of British constitutional and legal developments from the medieval period through the twentieth century. Offered in 1971-72. *3 Hours*

***Hist. 468 Revolution and Reaction in Modern History**

A comparative study of the Puritan, American French and Russian revolutions. Emphasis will be placed on the origins and characteristics of revolution, the roles of revolutionary figures, and the nature of reactions to revolutions. *3 Hours*

Hist. 477 Seminar in History

A study of the sources, materials, historical criticism and interpretations of history. Required of all students with a Field of Concentration in History and Political Science. *3 Hours*

Hist. 478 Seminar in History

A combination of History 477 which includes a Senior Paper. Required of all students with a Field Concentration in History and Political Science. *1 Hour*

American History

Hist. 201-202 United States History

The political, economic and social growth of America. First semester covers the period of exploration to 1865; second semester covers from 1865 to the present day. *3 Hours*

Hist. 225 West Virginia History, Government and Geography

The history of the western section of Virginia to the Civil War and the history and government of West Virginia to the present day. The physical, political and social geography of the state will be included.

2 Hours

***Hist. 341 The Development of the American Nation**

A history of the United States from 1816 to 1850. This course considers the growth of American nationalism following the War of 1812; the rise of Jacksonian Democracy and the effects of that movement through the Polk administration.

3 Hours

***Hist. 342 The Age of Big Business**

The political, social, and economic history of the United States from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform.

3 Hours

***Hist. 344 Civil War and Reconstruction**

A study of the coming of the American Civil War and the period of Reconstruction to the year 1877. Attention is devoted to the evolution of the slavery controversy, the constitutional question of nullification and secession, the development of Southern nationalism, an analysis of Civil War causation, the campaigns of the war, and objectives and programs of Presidential and of Congressional Reconstruction. Offered in 1971-72.

3 Hours

***Hist. 423 Contemporary United States History**

A study of the political, economic, diplomatic and social history of the United States since 1933. Offered in 1971-72.

3 Hours

***Hist. 426 Latin American History**

A cultural and political history of Central and South America with emphasis on the period since 1890. Offered in 1971-72.

3 Hours

Hist. 487-488 Independent Study in History

1 to 2 Hours

Hist. 491-492 Honors Course

Advanced projects and minor research studies in history and political science. Readings, conferences and reports on a field of special interest. Enrollment limited to students concentrating in History who are seniors of superior ability and achievement. Permission of the Chairman of the Department required.

1 or 2 Hours

Political Science

Pol. Sci. 225 American Government

A study of the principal institutions and processes of American national government. Particular emphasis is given to the Constitution, the Presidency, the Supreme Court, Congress, political parties and pressure groups. *3 Hours*

Pol. Sci. 226 State and Local Government

A study of the government and politics of states and localities. Attention is given to intergovernmental relations, structure and organization, and functions and problems. *3 Hours*

Pol. Sci. 327 History of Political Thought

A survey of the political theories of the Western world. A special effort is made to relate the principal themes in political thought to contemporary politics. *3 Hours*

Pol. Sci. 328 Comparative Government

A comparative study of governments of the major powers of Europe, including Great Britain, France, the German Federal Republic, and the Soviet Union. A study of comparative political institutions throughout the world is included. *3 Hours*

Pol. Sci. 339 American Political Parties

A study of major and minor political parties in the United States. Attention is given to the function, history, structure, tactics, and financing of political parties in a democratic system. Classroom work may be supplemented by field work involving observation of party headquarters and political campaigns. Political Science 225 or 226 or History 201 or 202 are recommended for background in the field. *3 Hours*

Pol. Sci. 340 Political Sociology

For a description of this course see Sociology 340.

Pol. Sci. 347 International Organization, Peace and Disarmament

A study of the structure of the United Nations with an emphasis on its role in international disputes and arbitration activities. This course will include the history of such activities as well as current problems in these areas of contemporary concern. *3 Hours*

Pol. Sci. 402 Public Opinion

For a description of this course see Communications 402.

***Pol. Sci. 465 Constitutional Law**

A study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. Political Science 225 or History 201-202 recommended for background in the field. *3 Hours*

Pol. Sci. 487-488 Independent Study in Political Science

1 or 2 Hours

Pol. Sci. 491-492 Honors Course

Advanced projects and minor research studies in history and political science. Readings, conferences and reports on a field of special interest. Enrollment limited to students concentrating in History and Political Science who are seniors of superior ability and achievement. See also History 491-492. Permission of the Chairman of the Department required. *1 or 2 Hours*

Social Science**Soc. Sci. 480 Methods and Materials in Teaching Social Studies**

Nature, objectives, and curricula of social studies in junior and senior high schools. Concepts to be emphasized and ways of approaching. Methods, techniques, teaching aids, and other resources. Resource units, lesson plans, evaluation, teaching reading and study skills. *2 Hours*

MATHEMATICS**AIMS**

To provide the general student with a knowledge of the mathematical foundation of our civilization, to give the prospective teacher an understanding and appreciation of the fundamental ideas of elementary mathematics; to provide a tool for the technical student; and to give the prospective graduate student a foundation for later study and research.

**REQUIREMENTS FOR FIELD OF CONCENTRATION
IN MATHEMATICS**

A minimum of thirty hours in the department, including Mathematics 202-203, and at least fifteen hours of advanced courses which must include Mathematics 353 and 401-402. Students interested in mathematics as a teaching subject should elect Mathematics 326, and 354. Students interested in science and engineering should elect Mathe-

matics 350 and 451. Students interested in economics should elect Mathematics 325 and 382. Students interested in graduate school mathematics should elect Mathematics 301-302 and 403. Two courses in the department should be taken in the senior year. Sequence of courses subject to approval of the Senior Adviser.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN APPLIED MATHEMATICS

Option I (Physics and/or Chemistry). A minimum of thirty-three hours with at least eighteen hours in the Department of Mathematics which must include Mathematics 202-203, 350 and 451 and fifteen hours in the Department of Physics and/or Chemistry which should include Physics 301-302, and Chemistry 439-440. Recommended courses include Mathematics 401-402, Physics 303-304, Physics 365-366, and Chemistry 473-474. Sequence of courses subject to approval of the Senior Adviser.

Option II (Economics). A minimum of thirty-three hours with at least eighteen hours in the Department of Mathematics which must include Mathematics 202-203, 328, 381 and fifteen hours in the Department of Economics which must include Economics 301-302. Recommended courses include Mathematics 252, 325, 350 and/or 382 and Economics 265-266, and 365. Sequence of courses subject to approval of the Senior Adviser.

Option III (Computer Science). A minimum of thirty-three hours with at least twenty-four hours in the Department of Mathematics which must include Mathematics 202-203, 353, 354, 382 and nine hours in the Department of Economics which must include Economics 265 and 365. Recommended courses include Mathematics 325, 401-402, and Economics 266. Sequence of courses subject to approval of the Senior Adviser.

Math. 103 Algebra and Trigonometry

Basic mathematics for Freshmen entering with three years or less of high school mathematics, for students whose background is insufficient for the calculus course and for students who need mathematics as a foundation for study in the social or biological sciences, general physical science, education, or business. The course includes set theory, linear and quadratic equations and inequalities, graphs of functions, remainder and factor theorems, equations involving radicals, ratio and proportion, basic trigonometry, logarithms, compound interest and annuities, permutations and combinations, probability, mathematical induction, binomial and normal distribution, topics in statistics.

4 Hours

Math. 201 Calculus I

Technique of differentiation and integration with applications. Functions and their graphs including the conic sections, maxima and minima, rate problems. Area between two curves, length of a line, volume and surface area. Moments centroids, theorems of Pappus, hydrostatic pressure and work. Transcendental functions and elementary differential equations. *4 Hours*

Math. 202 Calculus II

Methods of integration including integration by parts, partial fractions, substitutions, trigonometric functions, improper integrals and numerical methods. Determinants and linear equations, tangents and normals, Newton's method, second degree curves and curve fitting. Polar coordinates and graphs, areas and angles of intersection in polar coordinates, hyperbolic functions, the hanging cable, vectors and parametric equations, curvature and normal vectors, velocity and acceleration. *4 Hours*

Math. 203 Calculus III

Intermediate calculus with emphasis on vector notation and functions of several variables. Scalar and vector products, space coordinates and space curves, quadric surfaces. Partial differentiation and applications, directional derivative and gradient. Multiple integrals with physical applications polar and cylindrical coordinates, expansion of functions and tests for convergence. Taylor's theorem, Fourier series, indeterminate forms, and an introduction to the complex variable. *4 Hours*

Math. 226 Mathematics for Teachers

A study of the fundamental principles and concepts of arithmetic. A course designed to acquaint students with the basic mathematics necessary for teaching in the elementary field. *3 Hours*

***Math. 243 Descriptive Geometry**

Principles of projections, metric and non-metric problems, plane sections and developments, intersections of surfaces, construction of perspective drawings. This course achieves an effective correlation between descriptive and analytic geometry by presenting both the graphic and the algebraic methods. Offered in 1971-1972. *3 Hours*

***Math. 244 Plane Surveying**

Care and use of surveying instruments; field problems; computation and mapping. One hour class and four hours field work each week. Offered in 1971-1972. *3 Hours*

Math. 252 Finite Mathematics

Introduction to concepts occurring in modern mathematics. Symbolic logic and truth tables, set theory, vectors and matrix theory, binomial theorem and probability theory, linear programming and game theory. This course includes a review of algebra and is designed especially for the non-science student. Prerequisite: Math. 103 or Math. 226.

3 Hours

Math. 301 Real Analysis

Standard material on the real numbers, sets and functions, sequences of real numbers, series of real numbers, limits, metric spaces, continuous functions, Lebesgue integral. Prerequisite: Math. 203.

3 Hours

Math. 302 Complex Variables

Complex numbers, elementary functions, analytic functions, contour integration, Taylor and Laurent series, conformal mapping, boundary value problems, Laplacian equations. Prerequisite: Math. 203.

3 Hours

Math. 325 Numerical Analysis

Numerical methods for integration, differential equations, matrix inversion, estimation of characteristic roots. Prerequisite: Math. 202.

3 Hours

***Math. 326 Introduction to Modern Geometry**

Euclidean and non-Euclidean geometrics; an introduction to synthetic projective geometry; the concept of limit and infinity; geometrical constructions, recent developments and theorems. Prerequisite: Mathematics 201-202. Offered in 1971-1972.

3 Hours

Math. 328 Mathematics of Finance and Investment

The operation of interest and annuities; amortization of debts and sinking funds; valuation of bonds; the experience table and calculation of premiums for life insurance. Prerequisite: Math. 103. Economics 200. This course does not carry credit toward a major in Mathematics.

3 Hours

***Math. 341 Vector Analysis**

Elementary operations, scalar and vector products, gradient, operator differentiation formulas, divergence and curl, integration, line integral, work and potential, surface integrals, reciprocal systems, general coordinates, applications. Prerequisite: Mathematics 201-202. This course does not carry credit toward a major in mathematics. Offered in 1971-72.

3 Hours

Math. 350 Differential Equations

Methods of solution of ordinary differential equations and applications to the physical sciences. Frobenius' and Picard's methods for power series solutions, Laplace transforms, numerical, boundary value problems, Fourier series, partial differential equations, the Laplacian equations and applications to heat conduction and vibration. Prerequisite: Mathematics 202. 3 Hours

Math. 353 Modern Abstract Algebra

Rings, integral domains and fields, Peano axioms, real and complex numbers, polynomial rings, partial fractions, properties of groups, Cosets and Lagrange's theorem, vector spaces, systems of linear equations, matrices and determinants, algebra of matrices, linear transformations. 3 Hours

***Math. 354 Linear Algebra**

Linear systems, matrices, vectors, linear transformations, unitary geometry with characteristic values. 3 Hours

Math. 381 Statistical Methods

(Also Psych. 381, and Soc. 381) Introductory statistical analysis including frequency distribution and graphic representation of data, measures of central tendency, relative position in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, introduction to analysis of variance, Chi square and other nonparametric procedures. The student can receive credit for this course in the departments of Communications, Economics, Sociology or Psychology. Two lectures, and one laboratory session in the department for which credit is desired. 3 Hours

Math. 382 Mathematical Statistics

Introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, analysis of variance. 3 Hours

Math. 401-402 Advanced Calculus

Theory of the derivative and the definite integral, partial differentiation and its applications, Green's and Stokes' theorems, power series, Fourier series, vector notation, complex variable. Prerequisite: Mathematics 203. 3 Hours

***Math. 403 Topology**

Point-set topology, topological spaces, connectedness, compactness, continuity, separation axioms, countability axioms, metric spaces, product spaces. 3 Hours

***Math. 451 Applied Mathematics**

Applications of ordinary and partial differential equations to problems in physics, chemistry and electricity; vibrating string and heat flow problems; vector calculus and applications. Prerequisite: Mathematics 350. Offered in 1971-1972. *3 Hours*

Math. 477 or 478 Seminar in Mathematics

Special reports prepared and presented by the students under supervision. The work of the second semester will help prepare the student for the comprehensive examination. Required of all students concentrating in the Field of Mathematics. Open only to seniors. *1 to 3 Hours*

***Math. 480 Methods and Materials in Teaching Mathematics**

Approved methods in teaching mathematics at the secondary level; class period activities of the teacher; procedures and devices in teaching; organization of materials, testing, aims, and modern trends. Open only to sophomores and juniors who expect to teach. *2 to 3 Hours*

Math. 487-488 Independent Study in Mathematics

1 to 3 Hours

Math. 491-492 Honors Course

Advanced projects and minor research studies. Enrollment limited to students concentrating in Mathematics who are seniors of superior ability and achievement. Permission of the Chairman of the Department period. *1 to 3 Hours*

MUSIC

AIMS

To promote understanding and appreciation of works of musical art of generally recognized excellence in relation to cultural conditions of their respective periods through integrated study of music theory, history, literature and performance; to provide the college community with stylistically sound performances of good works; and to provide thorough basic training in musicianship on the pre-professional level.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC LITERATURE

Students may elect a field of concentration in music literature or in music education. Requirements for concentration in music literature are a minimum of 37 hours including Music 111-112, 303-304, 327-328, 343, nine hours in the 201-206 sequence, 478, and nine hours of applied music of which two to four hours may be in ensemble credit at the discretion of the chairman of the department.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC EDUCATION

Students electing a field of concentration in music education, in order to be certified in any state, must fulfill the requirements for certification in West Virginia which amount to 50 hours in music—eight hours more than may be counted toward the A.B. degree. The requirements are Music 111-112, 303-304, 343, 344, Fine Arts 201 or 202, Music 327-328, 422, 439, 18 hours of applied music including Music 121-122, 123, 124, four hours of piano (or piano proficiency examination), two hours of voice, an eight-hour concentration in either voice or any one instrument, and four hours of ensemble credit, and Music 478. Also required but counting as professional education instead of music are Music 479 and 480.

Literature and Theory of Music

Mus. 101 Introduction to Music as an Art and Science

The elements of tonal relationships, simple rhythms, intervals, melodies in both major and minor modes; designed to give the student the ability to recognize, reproduce and record simple melodic and rhythmic patterns. *2 Hours*

***Mus. 111-112 Theory I, II**

The traditional disciplines of harmonization, modulation and the relationships of melodic progression, embellishment and rhythm are presented in concept and practical application. Beginning with the rudiments of music structure, the principles and procedures of tonal music are logically approached. Emphasis on ear training through sight-singing, tonal-rhythmic dictation and keyboard exercises. *3 Hours*

***Mus. 201 The Romantic Period**

A general listener's approach to the music, instrumental and vocal, of composers from Schubert, Chopin, Schumann and Mendelssohn through Liszt, Berlioz, Verdi, Wagner, Brahms, Tschaikowsky and other 19th c. composers. Offered in 1971-72. *3 Hours*

***Mus. 202 Twentieth Century Music**

A general listener's approach to music in various media from the Impressionists through Stravinsky, the Schönberg school, Bartok, Hindemith, the American, Soviet, and other significant composers, including electronic and aleatory music. Offered in 1971-72. *3 Hours*

***Mus. 203 Music of the Baroque Period**

A general listener's approach to music in various media from Monteverdi to c. 1750 with considerable emphasis on Bach and Handel. *3 Hours*

***Mus. 204 The Classical Period**

A general listener's approach to the music, instrumental and vocal, of the late 18th and early 19th centuries heavily concentrated upon Haydn, Mozart, Beethoven and Schubert.

3 Hours

Mus. 206 Jazz

A general listener's approach to the history of jazz from its African, Cuban and American Negro origins through Ragtime, the New Orleans, Kansas City and Chicago styles, Swing, Bop, Progressive, Rock and other jazz styles.

2 Hours

***Mus. 303-304 Theory III, IV**

A comprehensive extension of first year procedures. Techniques of controlled dissonance, melodic-rhythmic chord generation and multiple melody development. Intensive study of stylistic elements of the Classical and Baroque periods, and an introduction to characteristics of the later chromaticism, impressionism, pan-diatonicism, and the various styles of atonality. Continued emphasis on aural perception. Offered in 1971-72.

3 Hours

***Mus. 327-328 Music History**

The historical significance of the main periods and types of music. Requires some technical background. Offered in 1971-72.

2 Hours

***Mus. 343 Counterpoint**

Basic principles of writing two, three, and four-voice counterpoint, and their application in the smaller forms of composition.

2 Hours

***Mus. 344 Orchestration**

A course in arranging music for various types of instrumental ensembles.

2 Hours

***Mus. 422 Instrumental Conducting**

The technique of the baton and the different problems to be met in conducting orchestra and band; the introduction to score reading; an opportunity for experience through the conducting of the college instrumental groups. Open only to advanced groups.

2 Hours

***Mus. 439 Choral Conducting**

The technique of the baton and the different problems to be met in conducting chorus; the introduction to score reading; an opportunity for experience through the conducting of the college choral groups. Open only to advanced students.

2 Hours

Mus. 478 Seminar

Survey and review of the field of music; its history, theory and literature. Required of all students concentrating in the field of Music. Open only to seniors. *1 Hour*

Mus. 479 Music Education

(Methods and materials of Teaching Music in the Elementary Schools.) Consideration of the aims and values of elementary school music with opportunities to develop teaching techniques, and to become familiar with the standard materials. *3 Hours*

***Mus. 480 Music Education**

(Methods and Materials in Teaching Music in the Secondary Schools.) Analysis of music offered in senior and junior high schools throughout the United States. Consideration of problems, objectives and materials in teaching vocal and instrumental music, theory and appreciation courses in secondary schools. Opportunities for developing practical teaching projects. *3 Hours*

Mus. 487-488 Independent Study in Music

1 to 3 Hours

Mus. 491-492 Honors Course

Projects and minor research studies in special fields of music, or creative work of an advanced nature. Enrollment limited to students concentrating in Music who are seniors of superior ability and achievement. Permission of the Chairman of the Department required. *1 to 3 Hours*

Applied Music

(Courses in applied music may be repeated for credit.)

***Mus. 121-122 Class Strings**

Class instruction in the basic techniques of stringed instruments. Required of all students with a concentration in Music Education. *1 Hour*

***Mus. 123 Class Instruction in Brass Instruments**

Required of all students with a concentration in Music Education. *1 Hour*

***Mus. 124 Class Instruction in Woodwind Instruments**

Required of all students with a concentration in Music Education. *1 Hour*

Mus. 125-126 Concert Choir

The preparation for concert performance of standard literature, both sacred and secular. Membership limited, enrollment by audition.

1 Hour

Mus. 127-128 Male Chorus

The study and performance of concert repertoire for male voices. Membership limited; enrollment by audition.

1 Hour

Mus. 131-132 Brass Choir

The study and performance of baroque and contemporary music for brass instruments. Enrollment by audition.

1 Hour Per Year

Mus. 133-134 Band

An ensemble of wind and percussion instruments which plays for festive and athletic events of the college. Enrollment by approval of the director.

1 Hour

Mus. 135-136 Chamber Music

Study and occasional performance of the standard chamber literature—quartets, trios, other works suited to the instrumentalists available. Admission by audition.

1 Hour Per Year

Mus. 141-142 Organ

Technique, theory and literature of the organ. Open to all students who have had some training in either piano or organ. Private lessons. Enrollment by permission of the instructor.

1 or 2 Hours

Mus. 143-144 Piano

Literature and technique of piano playing designed to develop in the students a discriminating appreciation of fine music and fine musical performance. Private lessons. Enrollment of permission of the instructor.

1 or 2 Hours

Mus. 145-146 Strings

Private lessons in violin, viola, cello or bass. Course open to beginners as well as to student with previous training. Enrollment by permission of the instructor.

1 or 2 Hours

Mus. 147-148 Voice

Vocal technique, theory and literature. Open to all students who have adequate native ability with or without previous vocal training. Private lessons. Enrollment by permission of the instructor.

1 or 2 Hours

Mus. 149-150 Wind Instruments

Private lessons in basic brass and woodwind instruments. Open to beginners as well as to students with previous training. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 301-302 Advanced Organ

Open only to students who can demonstrate satisfactorily their ability to play compositions equivalent in difficulty to the following: Bach—G minor Fugue (The Little); D minor Toccata and Fugue; or Widor—Toccata from Symphony V. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 305-306 Advanced Piano

Open only to more advanced students who can demonstrate satisfactorily their ability to perform compositions equivalent in difficulty to the following: Beethoven Op. 27 No. 2; Bach—Preludes and Fugues Nos. 2 and 21 (Vol. 1) They will be expected to perform in public recitals from time to time. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 307-308 Advanced Strings

Open only to students who are able to play satisfactorily music equivalent in difficulty to the Kreutzer Etudes and DeBeriot Concertos for violin. Public performance required. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 309-310 Advanced Voice

Open only to students who have completed four semesters of voice study, can read at sight, have adequate use of at least one modern foreign language, and can demonstrate the ability to perform numbers equivalent in difficulty to standard operatic and lieder literature. Public performance required. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

PHILOSOPHY

AIMS

To encourage the student to examine his actions, beliefs, claims to knowledge, and values in light of consequences and standards for judging whether or not such consequences are acceptable.

To assist the student in becoming aware of the nature and status of philosophical problems and commitments, ideologies and models that serve as foundations of human life and society, as well as the liberal arts program.

To enable the student to discover and develop sound bases for interpreting self and self-in-society.

To provide the student who expects to pursue graduate studies in Philosophy with a sound basis in the major areas of his field.

REQUIREMENTS FOR FIELD OF CONCENTRATION

"Concentration" in Philosophy is not limited to those who are professionally interested in the field—i.e., graduate work and a teaching career in Philosophy. For several persons Philosophy may hold some promise as one way to approach a liberal education, as a second field of concentration, or as an area of intensive study, wide in scope, before undertaking graduate work in another field.

An minimum of twenty-four hours in the department, including Philosophy 202, 301, and 353-354, are required for this "Field of Concentration."

The student who is considering graduate work should be aware that most good graduate programs in Philosophy require a reading knowledge of French and German.

Phil. 201 Introduction to Philosophy

This is an introductory philosophical exploration of a few of the problems that increasingly appear to be at the center of human concern, viz., problems involving knowledge, art and value judgments, God, man, responsibility, and morality. Evaluation of frequently proposed "answers" will also be of considerable importance. Attention will be given to such concerns as: evidence, reason and feeling; matters of taste and justification of aesthetic and value claims; data assessment in relation to decision and the nature and being of God; the concept of man's nature, purpose, and functioning in relation to changes in knowledge and value; the nature of responsibility in relation to predictability, addiction, and legality; the individual in relation to the "moral community" and paradoxes of commitment.

3 Hours

Phil. 202 Ethics

The major ethical alternatives for belief and action in the social context will be critically considered. Responsibilities, rights, restrictions, and opportunities in choice, decision, and action in man's environment, natural and social, will be examined. Each person should attempt to answer such "personal" questions as: "What can I do? What should I do? How are my answers influenced by my beliefs about myself and my society? By my individuality? By my social responsibility? How defensible are my ethical beliefs? How ethical are my actions? Is acceptance of 'ethical relativity' an escape from ethical responsibility?" (Some acquaintance with Phil. 201 is presupposed.)

3 Hours

***Phil. 301 Basic Logic**

Mastery of the fundamental principles of logic is important for anyone who wishes to use and recognize sound reasoning and valid arguments. There is a difference between emotional intensity and validity, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and detect logical errors (fallacies) are important objectives of this course. Offered in 1971-72. *3 Hours*

***Phil. 353-354 History of Philosophy**

Western philosophical thought from the Seventh Century B.C. to modern times. The first semester will be devoted to a study of ancient and medieval philosophers and their analysis of problems and "solutions." The second semester will begin with the Renaissance. Offered in 1971-72. *3 Hours Each*

***Phil. 373 Philosophy of Religion**

An inquiry into the general subject of religion from a philosophical point of view. Attention will be given to contemporary philosophical approaches and techniques in this area, as well as to the core of problems constituting the area's major difficulties. E.g., religious language, meaning, the nature and validity of religious experience and knowledge claims. *3 Hours*

***Phil. 378 Aesthetics**

A consideration of the principal systems of aesthetics and value; the relation of aesthetics and value theories; foundations of the creative activity of the artist, the work of art, and the contemplation and criticism of art objects, including music and the visual and literary arts. *3 Hours*

***Phil. 403 Contemporary Philosophy I: Positivism and Analysis**

This is the first of the two major contemporary trends in philosophical thought. Students who take this course should plan to follow it with Philosophy 404. *3 Hours*

***Phil. 404 Contemporary Philosophy II: Phenomenology and Existentialism**

This is the second of the two major trends in contemporary philosophical thought. This course is independent of Philosophy 403 and may be taken without that course. It is recommended, however, that student who takes one take both. *3 Hours*

***Phil. 406 American Philosophy**

The development of philosophical ideas in the United States from colonial times to the present. Certain outstanding personalities or selected periods may be given special emphasis. *3 Hours*

Phil. 467 or 468 Seminar in Philosophy

Intensive examination of the perspective of one great Western or non-Western philosopher, or one major problem or related group of problems, or one major tendency. Permission of the instructor is required. This year the topic will be "Readings in Philosophical Theology. (Ref. Religion 491-492). *1 to 3 Hours*

Phil. 487-488 Independent Study in Philosophy

1 to 3 Hours

PHYSICAL EDUCATION AND HEALTH

AIMS

To promote the health education and physical development of the student; to provide opportunities for students to participate in and secure a reasonable degree of proficiency in recreational activities; and to train physical education and recreation leaders for educational and community situations.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of thirty hours in the department which should include the following courses: Physical Education 125, 442, 464, 477, 480; Sociology 201; Biology 103, 201 and 425 or 167 are recommended. Sequence of courses subject to approval of the Senior Adviser.

REQUIREMENTS FOR ALL STUDENTS FOR GRADUATION

Freshmen: Physical Education 101-102 is required. Sophomores: Physical Education 201-202 is required of all students but permission may be granted to substitute equivalent hours from Physical Education 169-170, 229, 240, 243, and 301-302.

Students who are physically unfit as certified by the college physician may petition to be allowed to substitute hours in other courses in lieu of activity courses in physical education. Students who are not candidates for a degree may be exempt from the requirements of physical education. Any petition for exemption from physical education must be filed with the college physician at the Infirmary.

Phys. Ed. 101-102 Freshman Orientation in Physical Education

The techniques and rules of a wide variety of physical activities. An activity course. Three periods per week. Required of all freshmen.

1 Hour

Phys. Ed. 125 Personal Hygiene

Fundamental knowledge of personal hygiene and how the health of the individual may be conserved.

2 Hours

Phys. Ed. 167 Introduction to Mammalian Anatomy and Physiology

(See Biology 167).

3 Hours

Phys. Ed. 169-170 Folk Dancing

Folk dancing from many countries. English and American country dances during the first semester and European dances during the second semester. An activity course. Two periods per week.

1 Hour

Phys. Ed. 201-202 Sophomore Physical Education

The student has a choice of a variety of physical activities. An activity course. Three periods per week.

1 Hour

Phys. Ed. 226 Community Hygiene

Health matters pertaining to the social group; communicable diseases; vital statistics, legal and social regulations relating to personal and community health.

2 Hours

Phys. Ed. 229 Life Saving and Water Safety

Instruction in life saving techniques as strokes used, defensive tactics, carries, releases, resuscitation and basic first aid procedures. Satisfactory completion of the course leads to the American Red Cross Certificate in Senior Life Saving.

1 Hour

Phys. Ed. 240 Social Dancing

Instruction in the modern social dance steps. An activity course. Two periods per week.

1 Hour

Phys. Ed. 243 Tumbling and Stunts

Begins with individual stunts and advances to more intricate work. An activity course. Two periods per week.

1 Hour

Phys. Ed. 267-268 Theory and Practice of Team Sports

Intensive practice with opportunity for officiation in team sports for men and women.

2 Hours

Phys. Ed. 301-302 Modern Dancing

Contemporary dancing, emphasizing the use of the fundamental expressive movements in creative work. An activity course. Two periods per week. *1 Hour*

Phys. Ed. 305 Coaching Football and Basketball

Philosophy of coaching and developing fundamentals of offensive and defensive styles of play and learning rules of the games. *3 Hours*

Phys. Ed. 306 Water Safety Instructors, Coaching Swimming and Diving

Instruction in methods of teaching aquatic skills including swimming strokes, diving and advanced life saving. An introduction to coaching competitive swimming and diving. Satisfactory completion of the course leads to certification as an American Red Cross Water Safety Instructor. *2 Hours*

Phys. Ed. 325 Intramural Sports

Organization, administration and objectives of the intramural program of athletics. *2 Hours*

***Phys. Ed. 326 Baseball, Track and Field**

Strategy and fundamentals of baseball, track and field. *2 Hours*

***Phys. Ed. 327 Community Recreation**

The philosophy of American recreation and community organization for leisure time activities. *3 Hours*

***Phys. Ed. 328 Recreation Leadership**

Recreational activities; practice in the leadership of games, square dancing, playground activities, with a two hour laboratory for handicrafts. *3 Hours*

***Phys. Ed. 340 Prevention and Care of Injuries**

Common hazards of play and athletics. Preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination. *2 Hours*

***Phys. Ed. 341 Tests and Measurements in Physical Education**

Methods used in evaluating outcomes of the physical education program. *2 Hours*

Phys. Ed. 402 Adapted Physical Education

Variations of the normal types of the human organism at different age levels; therapeutic measures, especially those which refer to the correction of mechanical defects. Prerequisites: Biology 201-425, or 167. *2 Hours*

Phys. Ed. 424 Kinesiology

Fundamental body movements and their relation to body development and efficiency. Prerequisite: Biology 201 and 425 or Biology 167.

3 Hours

***Phys. Ed. 425 Physiology**

(Biology 425.) Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states. Prerequisites: Biology 103 and 201.

3 Hours

Phys. Ed. 428 Organization and Administration of Physical Education

Administrative relationships and procedure in the conduct of physical education. Offered on demand.

3 Hours

Phys. Ed. 439-440 Theory and Practice of Individual Sports

Intensive practice in badminton, archery, tennis, handball, golf, and life saving with a study of the rules of each and of methods used in teaching.

2 Hours

***Phys. Ed. 441 History of Physical Education**

Development of physical education from ancient times to the present.

2 Hours

Phys. Ed. 442 Principles of Physical Education

Principles basic to a program of physical education in the modern educational system.

3 Hours

Phys. Ed. 464 Teaching of Health

(Health Problems of the School Child). A course designed to provide students with opportunities to study health problems, activities, and methods of teaching the school child.

3 Hours

Phys. Ed. 477 Seminar in Physical Education

A survey of the field of health and physical education and the current literature relating to investigations in the field. Prerequisites: Physical Education 425 and 442. Open only to upper division students. Required of all students concentrating in the Field of Physical Education.

1 Hour

Phys. Ed. 480 Methods and Materials in Teaching Physical Education

Methods, materials and techniques pertinent to the teaching of Physical Education.

2 Hours

Phys. 487-488 Independent Study

1 to 3 Hours

PHYSICS

AIMS

To give the liberal arts students some insight into our universe and its physical laws, with emphasis upon the scientific method.

To present to the pre-professional student a general knowledge of physics and its laboratory methods that are applicable to his field.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of thirty-two hours in the department, including 301-302, 303, 304, 305-306, 325-326 and 343-344. A reading knowledge of German and French are recommended for students expecting to do graduate work. Mathematics or chemistry is strongly recommended as the related field. Sequence of courses subject to approval of the Chairman of the Department.

A combined plan with Columbia University is available to pre-engineering students. Special programs are offered in cooperation with the Department of Education to students interested in the teaching of science.

Phys. 101-102 General Physics

A continuous course with laboratory work. First semester: mechanics, heat and sound. Second semester: electricity, magnetism, light and modern physics. A fundamental course which is a prerequisite to all advanced physics courses. Open to freshmen. *4 Hours*

Phys. 201-202 Problems in Physics

Solution of more advanced problems in the various fields of physics. Prerequisites: Physics 101-102. *1 Hour*

***Phys. 301-302 Mechanics**

Particle mechanics; central force motions; motions of rigid bodies; free, forced and coupled oscillations; elasticity; fluid motion; wave motion; special theory of relativity. Prerequisites: Physics 101-102 and Mathematics 201-202. Offered in 1970-71. *3 Hours*

***Phys. 303 Thermophysics**

Temperature, calorimetry, expansion, conductivity, change of phase and radiation; thermodynamics and statistical theory. Prerequisites: Physics 101-102 and Mathematics 201-202. *3 Hours*

***Phys. 304 Geometrical and Physical Optics**

Theories of light, reflection, refraction, dispersion interference diffraction, polarization, optical instruments, spectroscopy, and laser. Prerequisites: Physics 101-102 and Mathematics 201-202. *3 Hours*

***Phys. 305-306 Electricity and Magnetism**

Electrostatics, magnetostatics, scalar and vector fields, Poynting's vector, Maxwell's equations, Gauss' and Stoke's theorem, waveguide propagation. Prerequisites: Physics 101-102 or permission of Chairman of Department. Offered in 1970-71. *3 Hours*

***Phys. 325-326 Modern Physics**

Conservation laws, particle and wave mechanics, special relativity, Bohr theory, X-rays, nuclear structure and reactions, uncertainty principle, Schrodinger's equation. Prerequisites: Physics 101-102 or permission of Chairman of Department. *3 Hours*

***Phys. 328 Electronics for Scientists**

Fundamentals of vacuum tubes and transistors with emphasis on the use of equipment for research; power supplies, amplifiers, transducers, and test equipment. Prerequisites: Physics 101-102 or permission of Chairman of Department. *3 Hours*

Phys. 345 Electrons, Microwaves, and Basic Electronics

Intermediate experiments in physics using the Berkeley Laboratory series of experiments. Prerequisites: Physics 101-102 or permission of Chairman of Department. *3 Hours*

Phys. 365-366 Spectroscopic Analysis

A practical course in photography and analysis of spectra including: making, processing and printing of pictures; study of flame and arc spectra; use of grating and prism spectrographs, comparator, densitometer, and conversion technique; application of spectral analysis. Registration with permission of Chairman of the Department. *2 Hours*

Phys. 441-442 Junior Experimental Physics

A comprehensive course of individual laboratory work in the various fields of physics. Selection of experiments is based on the ability and interest of the student and on the available facilities. Prerequisites: Physics 343-344. *2 Hours*

Phys. 443 Nuclear Radiation Physics

A lecture and laboratory course on the theory and techniques of measurement of nuclear radiations: determination of the activity of radio-active sources including the spectral distribution of the energies of alpha, beta, and gamma rays; studies of simultaneous particle

emission; determination of the lifetimes of various elementary particles; identification of fission products by spectral analysis. Selected experiments are provided for Biology and Chemistry students. Prerequisite: Physics 325 or permission of Chairman of Department. *3 Hours*

***Phys. 451-452 Mathematical Physics**

Application of advanced mathematical methods used in solution of problems in physics. Legendre and Hermite polynomials, Bessel functions, Laplace transformations, matrix and tensor notation, boundary value problems, operators, data analysis, and least square fits. Registration with permission of Chairman of Department. *3 Hours*

Phys. 462 Introductory Solid State Physics

A study of the basic physical processes which occur in solids, with emphasis on semiconductors and metals: crystal structure and reciprocal space; diffraction in the determination and study of crystalline structures; atomic bonding in crystals; free-electron and zone theories in solids; theory of semi-conductors and devices formed from them; magnetism and optical properties in solids. Prerequisite: Physics 325 and 328. *3 Hours*

Phys. 477-478 Seminar in Physics

A survey of Physics for review and correlation of the various fields in the discipline. Registration by permission of the Chairman of the Department. *1 Hour*

Phys. 480 Methods and Materials in Teaching Physics

Methods and practice in classroom and laboratory instruction. Collateral reading and reports on the history of physical science. Required of all students expecting to teach physics. *2 or 3 Hours*

Phys. 487-488 Independent Study

1 to 3 Hours

Phys. 491-492 Honors Course

Advanced work or minor research problems in physics. Experimental physics is offered in fields of vacuum systems, machine tool operation, electronic systems, spectroscopy, electron microscopy, microwave propagation, and nuclear radiation. Enrollment limited to seniors of superior ability and achievement who are concentrating in Physics. Permission of the Chairman of the Department required. *1 to 3 Hours*

PHYSICAL SCIENCE

Phys. Sci. 101-102 Physical Science

A survey of the fields of astronomy, geology, physics and chemistry, with appropriate laboratory work. This course may be used to satisfy the science requirement. Open to freshmen. Students planning to complete a field of concentration in Chemistry or Physics should not enroll in this course.

4 Hours

Certain graduate-level courses are offered by the regular Bethany faculty in the curriculum for Junior High School Teachers of Science as sponsored by The National Science Foundation.

Phys. Sci. 501-s Introductory Science for General Science Teachers

Based on new materials developed by Educational Services, Inc. for the Junior High School, including: atomic and molecular structure; balancing chemical equations; stoichiometry of chemical reactions; electronics and simple radio theory; electromagnetic radiations. Approximately three-fourths of the time will be devoted to laboratory. Experiments suggested in the IPS syllabus will be studied. Five 150-minute class discussion periods and five 3-hour laboratory periods per week for 6 weeks.

5 Sem. Hours

Phys. Sci. 577-s Seminar in Teaching Introductory Physical Science

Aspects of teaching IPS in Junior High Schools; course planning; methods and materials; audio-visual aids; evaluation and testing; other topics growing out of the work of the Institute or suggested by participants. One 90-minute period per week for 6 weeks.

1 Sem. Hour

PSYCHOLOGY

AIMS

The department assists the student in gaining a basic knowledge of psychology as the experimental science of man's behavior; in developing social awareness and social adjustment through understanding of the fundamental similarities and differences among men; in promoting both original and critical thinking; in giving background preparation for professions which deal with individual and group behavior; in encouraging students to enter the field, whether in teaching, research, or applied psychology.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Concentration in psychology requires Biology 103, 167 and a minimum of thirty hours in the department, including Psychology 101-102, 361-362, 373, 374, 477-478. No student will be recommended for graduate school who has not had a year of Mathematics. Sociology 201 is highly desirable. The student is reminded that most graduate schools require a reading knowledge of French or German or both for higher degrees. Psychology 101 is prerequisite to all other courses in the department except as otherwise specified in a course description.

Psych. 101 General Psychology I

An introduction to the general field of psychology; perception, learning, motivation, personality. Three lectures and one laboratory period each week.

4 Hours

Psych. 102 General Psychology II

A continuation of Psychology 101. Abnormal behavior, social behavior, psychological testing reasoning, applications of psychology. Two lectures and one laboratory period each week. Desirable as a prerequisite to courses in the department other than Psychology 101, which is prerequisite.

3 Hours

Psych. 300 Instrumental Synthesis: Pre-programming of Laboratory Events and Systems of Events

A study of solid-state logic equipment, and of the underlying symbolic logic. No prerequisites, but will not satisfy graduation requirements for courses in the sciences.

1 to 3 Hours

Psych. 312 Experimental Social Psychology

(Compare Soc. 312.) The study of the development of the self as influenced by the learning of symbolic interaction with members of primary and secondary groups. Discussion of factors in socialization, attitude structure and change, psycholinguistics and communication, person perception, dyadic interaction, and group dynamics. If this course is to be counted as Psychology, Psychology 101 is prerequisite.

3 Hours

Psych. 321 The Normal Personality

This course deals with theories of the development of personality. Emphasis will be placed on the normal personality and its development. Prerequisite: Psychology 101.

3 Hours

Psych. 322 The Abnormal Personality

The study of abnormal personality development including mental deficiency, neuroses, psychoses, and sociopathic behavior. Prerequisite: Psychology 101.

3 Hours

Psych. 326 Animal Behavior

A study of various behaviors with both an ethological and a psychological approach. The course studies behavior and its modification through demonstrations, films, and independent projects. This course is taught by staff from the Biology and Psychology Departments. Prerequisite: Psychology 101 or Biology 101. *3 Hours*

Psych. 331 Child and Adolescent Psychology

A course devoted to the study of the psychological development of the child through adolescence and, briefly, to the phylogensis of behavior. Prerequisite: Psychology 101. *3 Hours*

Psych. 333 Educational Psychology

A study of the application of psychological principles to the field of Education. Included will be the areas of learning, transfer of training, individual differences, motivation, achievement testing, and the language and communication skills as they apply to education. Prerequisite: Psychology 101. *3 Hours*

Psych. 336 Industrial Psychology

A study of industrial motivations, human relations training, optimum working conditions, human engineering. Prerequisite: Psychology 101. Offered irregularly. *3 Hours*

Psych. 338 Psychological and Educational Tests and Measurements

The course will deal mainly with group testing, with attention to the construction and use of standardized and of *ad hoc* tests. The necessary correlation techniques will be included. Prerequisite: Psychology 101. *2 Hours*

Psych. 361-362 Design and Analysis of Experiments in Psychology

This course deals with methods of investigation of behavior, with the greatest emphasis on the experimental method. Some time will be spent on the general theory of science, and on mathematical statements of scientific, especially psychological, laws, theories, functions. Prerequisite: Psychology 101. No credit given for only one semester of Psychology 361-362. One lecture and two laboratory periods each week. *3 Hours Each Sem.*

Psych. 371 Psychology of Emotion and Motivation

A study of the whys of behavior, of methods of discovering what people want, and of the origin and development of their desires, attitudes, value systems, and the like. Emphasis will be on the experimental assessment of sociogenically derived motives. Prerequisite: Psychology 101. *3 Hours*

Psych. 373 Psychology of Learning

This course will deal with theories of learning. Prerequisite: Psychology 101. Two lectures and one laboratory period each week.

3 Hours

Psych. 374 Perception and Cognition

This course deals with the acceptance and processing of information by the human organism. Prerequisite: Psychology 101. Two lectures and one laboratory period each week.

3 Hours

Psych. 375 Physiological Psychology

A study of the physiological, biochemical, and neuroanatomical mechanisms underlying behavior. Prerequisite: Psychology 101.

3 Hours

Psych. 381 Statistical Methods

See Math 381. The psychology laboratory section will use data secured in the psychology laboratory. Prerequisite: Concurrent or previous registration in a psychology course which includes laboratory work.

3 Hours

Psych. 391-392 Junior Honors Seminar

Open to Juniors who are considering the desirability of entering Psychology 491-492. The course will discuss the information available in some small section of psychology, the exact topic varying from year to year. Prerequisites: Concurrent enrollment in Psychology 361, if the student has not already had 361-362, and an overall grade average of 3.0.

1 to 3 Hours

Psych. 401 History and Systems of Psychology

A study of the 'long past and short history' of psychology, with considerations of various influential theoretical positions, both past and present. Prerequisites: Three semesters of Psychology.

3 Hours

Psych. 477-478 Seminar in Psychology

An advanced general course which is partly a preparation for the comprehensive examination in psychology. Prerequisite: Psychology 101-102 and senior standing.

1 to 2 Hours

Psych. 480 Methods and Materials for Teaching Psychology

Study of the methods and materials used in teaching Psychology in the secondary school. The course will have a systematic and experimental emphasis. Prerequisite: Psychology 101, 102, 361.

3 Hours

Psych. 487-488 Independent Study

1 to 3 Hours

Psych. 491-492 Honors Course

The student will carry out a research project, running from the middle of his Junior year to the middle of his Senior year. Prerequisites: Psychology 391 and an overall grade average of 3.0. *1 to 3 Hours*

RELIGION**AIM**

The personal integration of faith and learning.

**REQUIREMENTS FOR FIELD OF CONCENTRATION
IN RELIGION**

A minimum of twenty-four hours in the department of which twelve hours must be in the field of Biblical study. Sequence of courses is subject to the approval of the Chairman.

**REQUIREMENTS FOR GRADUATION FOR ALL
STUDENTS**

Religion 100 or more extensive study of the same areas is required of all students qualifying for graduation.

Rel. 100 Basic Studies in the Judaeo-Christian Heritage

This course deals with the development of Hebrew faith and literature, the sources of Christianity, the early church, Christian literature, the reformation of church life by Biblical faith, and trends in religion in America. *4 Hours*

***Rel. 211-212 Beginning New Testament Greek**

Inductive methods are used to develop as rapidly as possible an ability to read *koine* Greek. Most of the Fourth Gospel is read during the second semester. *3 Hours*

Rel. 327-328 Comparative Religions

A study of most important features of Zoroastrianism and Islam (327); Hinduism and Buddhism (328). *3 Hours*

***Rel. 331 The Prophets**

The origin and nature of Old Testament prophecy. The mission, message and significance of some of the leading prophets. Prerequisite: Religion 100. Offered in 1971-72. *3 Hours*

***Rel. 332 The Wisdom of Israel**

An analysis of the meaning and significance of Job, Ecclesiastes, and other Old Testament wisdom literature. Prerequisite: Religion 100.
3 Hours

Rel. 333 Studies in the Gospels

Methods of study in gospel literature are applied to the interpretation of the meanings of the Gospels. Prerequisite: Religion 100.
3 Hours

Rel. 334 Studies in Pauline Writings

The letters and thinking of Paul are studied for an understanding of his principal contributions to Christian faith. Prerequisite: Religion 100.
3 Hours

Rel. 346 Religions in America

A seminar study of the backgrounds and shaping of the dominant religious trends in America.
3 Hours

Rel. 353 Christian Faith in its Cultural Expressions

A seminar study of expressions of Christian faith in past and present cultural forms.
3 Hours

Rel. 354 Trends in Contemporary Christian Thinking

A seminar study of notable thinkers and movements in the present.
3 Hours

Rel. 360 The Making of the Modern Jew

A seminar study of historical, social, and religious forces which have created the life of the modern Jew. Note: This course is taught by a lecturer provided for by a grant from the Jewish Chautauqua Society.
3 Hours

Rel. 370 Post Vatican II Christianity

A study of the contemporary Church in the light of its origin and historical developments. Note: This course is taught by a lecturer provided for by Wheeling College.
3 Hours

Rel. 411-412 Intermediate New Testament Greek

Selections from the Synoptic Gospels and the letters of Paul are read, with study of forms and expansion of vocabulary. *1 to 3 Hours*

Rel. 423 Practicum

Work at supervised assignments in an approved church program during the academic year or during the summer. Credit determined by length of assignment, reports on activities and assigned readings, and summary paper.
1 to 3 Hours

***Rel. 451-452 Christian Beliefs**

A seminar study of Biblical doctrines and their relationship to historic and contemporary faith and life. Offered in 1971-72. *3 Hours*

Rel. 477-478 Seminar in Religion

A seminar on the integration of the field of the comprehensive examination. Prerequisite: at least 18 hours of study in the department. *1 Hour*

Rel. 487-488 Independent Study in Religion

1 to 3 Hours

***Rel. 491-492 Honors Course**

Special problems and research studies in religion. Readings, conferences and reports on an area of special interest. Limited to students of superior ability and achievement. Permission of the Chairman of the Department required. Offered in 1971-72. *1 to 3 Hours*

Rel. 300-J Hebraic Sources of Western Civilization

(See also History 300) Three weeks of travel including Israel, Athens and Corinth, Rome, and Geneva. Lectures and seminars will trace historical and religious influences in the development of the Judaeo-Christian heritage of the West. Resources of the universities in Israel will be utilized in this study. A summary paper is required for credit. *3 Hours*

This course plus one credit hour of independent or seminar study in American religion may be used to fulfill the basic four credit hour requirement, equivalent to Religion 100, in the Group I requirements for graduation. This course may also be used in partial fulfillment of the requirements in Group III or Group IV when the Group I requirement has already been met.

SOCIOLOGY AND ANTHROPOLOGY

AIMS

The Department of Sociology and Anthropology seeks to provide a broad and varied curriculum to serve those planning a liberal education; those planning to continue study at the graduate level; those interested in professional work; and as a requirement for students in other departments. The primary purpose of the department is to advance sociological knowledge within the broader aims of the total liberal arts curriculum.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN SOCIOLOGY

Flexibility is allowed the student in the completion of the departmental requirements. Each student is required to complete a minimum of twenty-four (24) hours, but is strongly urged to continue through a program of thirty (30) hours.

Soc. 201 is the prerequisite for all courses in sociology.

Required courses for the field of concentration:

These courses constitute a block of courses which the student concentrating in sociology should complete prior to taking further work in the department. The block is designed to assist the student in his understanding of up-to-date material in periodicals pertinent to each course of study.

Soc. 331 History of Sociological Theory (3 hours)

Soc. 332 Modern Sociological Theory (3 hours)

Soc. 381 Sociological Statistics (3 hours)

Soc. 440 Methods of Social Research (3 hours)

Soc. 477-478 Senior Seminar (6 hours)

With the exception of Soc. 477-478, the courses in this block should be taken in the sophomore or junior year.

Suggested courses for students terminating with the bachelor's degree:

Soc. 206 The Family (3 hours)

Soc. 301 Social Disorganization (3 hours)

Soc. 326 Social Change (3 hours)

Soc. 327 Social Stratification (3 hours)

Suggested courses for students anticipating graduate study in sociology:

Soc. 206 The Family (3 hours)

Soc. 326 Social Change (3 hours)

Soc. 487-488 Independent Study of student's choice (6 hours)

Any other courses offered in the department, but not to exceed 40 hours.

Sociology

Soc. 201 Introductory Sociology

An analysis of the fundamental sociological perspectives, methods, and concepts used in studying society. An introduction to the sociological analysis of the contemporary structure and process of society, culture patterns, major social institutions, social interaction, social control, social disorganization, and social change. Prerequisite to all Sociology 300 and 400 series courses. 4 Hours

Soc. 206 The Family

The structure and function of the family in America and various other societies. The comparative analysis of the relation of the family to personality, society, and culture. No prerequisite. 3 Hours

Soc. 301 Social Disorganization

An analysis of the theories and problems of social disorganization and deviancy in human behavior: delinquency, crime, and related problems. Prerequisite: Soc. 201. Offered 1969-70. *3 Hours*

Soc. 312 Experimental Social Psychology

See Psychology 312. *3 Hours*

Soc. 326 Social Change

Theories of social change; problems of modernization in emergent nations; the nature of the traditional societies; comparative study of the impact of the Western civilization on the social structure, culture, and personality. Offered 1970-71. Prerequisite: Soc. 301. *3 Hours*

Soc. 327 Social Stratification

Analysis of the system of social institutions of the contemporary United States in comparison with other societies. Emphasis will be placed on kinship, division of labor, economy, caste and class, religion, the organization of power structure, and education. Offered 1970-71. Prerequisite: Soc. 201. *3 Hours*

Soc. 331 The History of Sociological Theory

An introduction to the work of Montesquieu, Comte, Marx, and other pioneers in sociological theory. This study will serve as a background to the study of modern sociological theories. Prerequisite: Soc. 201. (Replaces Soc. 426). *3 Hours*

Soc. 332 Modern Sociological Theory

A critical examination of the twentieth century theorists as Parsons, Merton, Thomas, Sorokin, and Becker. Prerequisite: Soc. 201 and 331. (Replaces Soc. 427). *3 Hours*

Soc. 366 Minority Groups

The nature and dynamics of prejudice for minority and majority group relations in the world, particularly the United States. The relations of these groups to social stratification, economic, political, educational, and religious institutions and values. Offered 1969-70. Prerequisite: Soc. 201. *3 Hours*

Soc. 381 Statistical Methods

See Mathematics 381. *3 Hours*

Soc. 440 Methods of Social Research

An examination of the theory and methods of social research techniques. Prerequisite: Soc. 201 and 381. *3 Hours*

Soc. 477-478 Senior Seminar

Required of all students concentrating in the field. The purpose is to integrate the student's prior work in the department and to afford the student an opportunity to develop special interests in cooperation with other students in the seminar group. Prerequisite: the sociology core courses. *3 Hours*

Soc. 487-488 Independent Study

This study is primarily for those students anticipating advanced study in sociology. Other students may engage in study of special interest. Prerequisite: Soc. 201 and other courses pertinent to the study proposed. By permission of the instructor only. *1 to 6 Hours*

Social Welfare

Soc. 341 Introduction to Social Welfare

History and theory of modern social welfare; the basic processes; casework, group work, and community organization. Prerequisite: Soc. 201, Econ. 201, Ed. 201-202 or Psych. 101. (Replaces Soc. 441). *3 Hours*

Soc. 342 Social Welfare

The development of social welfare as a social institution of contemporary society and of the emergence of social work as a profession. Prerequisite: Soc. 341. *3 Hours*

Soc. 343 Social Welfare Services

A study of the development of the social institutions whose purpose is the alleviation and prevention of social dysfunction. An evaluation of the federal, state and local services offered society. Prerequisite: Soc. 341. *3 Hours*

Soc. 344-JS Social Welfare Field Work

A course in practical observation and direction under the supervision of professional welfare organizations. To be conducted in the January or Summer Sessions. Prerequisite: Soc. 341 and 343 or by permission of the instructor. *3 to 6 Hours*

Anthropology

Prerequisite for all anthropology courses: Anthro. 201 or by the permission of the instructor.

Students wishing to concentrate in anthropology will be required to take the block of courses indicated for concentration in sociology. This block of courses should be taken in the sophomore or junior year before enrolling in other advanced courses.

Students anticipating advanced study in anthropology should enroll in Anthro. 344-S.

Anthro. 201 Introduction to Anthropology

General survey of the fields of anthropology; the nature of paleolithic men and cultures; human and cultural evolution in prehistoric to more recent times. *3 Hours*

Anthro. 326 Cultural Anthropology

The study of recent and contemporary man, with emphasis on economic life, kinship systems, political organizations, art, religion, and magic. (Replaces Anthro. 325). *3 Hours*

Anthro. 328 Language, Society and Culture

A detailed survey of the crucial topic of the relationships of linguistic and cultural systems. The work of Boas, Sapir, and Whorf as well as recent methods of cultural description through linguistic means will be covered in detail. Offered 1969-70. *3 Hours*

Anthro. 349 Culture and Personality

The focus of this course will concern the relationship of the individual personality to its cultural background as seen in anthropological and social science literature. Child rearing practices, national character, nativistic movements, and content analysis of cultural materials will be stressed. Offered 1970-71. *3 Hours*

Anthro. 344-S Anthropological Field Study

Credit for this course will be given upon satisfactory completion of an approved and accredited summer field program in ethnology, archaeology, linguistics, or physical anthropology. *3 to 7 Hours*

Anthro. 487-488 Independent Study

1 to 6 Hours

THEATRE

The Department of Theatre seeks to provide the student with a broad and varied academic and working knowledge of the theatre, its literature, and their place in Western culture as well as to provide the student with a basis for continuing his theatrical pursuits at a graduate or professional level. The Department of Theatre draws on the curricula of other departments to provide a sound, well-rounded knowledge of our theatrical heritage.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Each student is required to complete a minimum of thirty-five (35) hours to be drawn from three departments.

DEPARTMENT OF THEATRE

- Theatre 301 Introduction to Theatre (3 hours)
- Theatre 305 Actors Workshop (3 hours)
- Theatre 365 Play Direction and Production (3 hours)
- Theatre 401 History of Theatre (3 hours)
- Theatre 491 Senior Thesis (2 hours)
- Six (6) additional hours in theatre

DEPARTMENT OF ENGLISH

- English 401-402 Shakespeare (6 hours)
- Six (6) additional hours in English

DEPARTMENT OF PHILOSOPHY

- Philosophy 378 Aesthetics (3 hours)
- Students will be steered into Physical Education courses in modern dance and fencing should they be available.

COURSES

Theatre 301 Introduction to the Theatre

A practical consideration and application of the various arts and crafts which go to make up the theatre; dramatic theory and criticism; and a consideration of the place and importance of theatre in our culture. *3 Hours*

Theatre 305 Actors Workshop

Basic acting techniques: historical and modern styles, theories, and principles of acting and their application in the performance of scenes and plays. *3 Hours*

Theatre 306 Advanced Actor's Workshop

Advanced acting techniques as applied in period plays. Course will focus on the rehearsal and performance of a play of a particular period or style. Consent of instructor required. *3 Hours*

Theatre 365 Play Direction and Production

A course designed to give the student his first experience in directing. The student will attend a workshop which will produce a series of one-act plays, each student directing a play. Consent of instructor required. Normally open only to departmental majors only. *3 Hours*

Theatre 366 Advanced Play Direction and Production

A course designed for advanced students interested primarily in directing or production. Course must be arranged in advance and will involve either directing or designing and mounting a major production. Consent of instructor required. Courses may be repeated for credit up to six hours. *3 Hours*

Theatre 401 History of Theatre

A consideration of the history and development of theatre in the Western World from ancient Greece to present day. *3 Hours*

Theatre 405-406 Studies in Dramatic Literature

A seminar for the study of a single period, genre, or movement in dramatic literature. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar if offered annually. First semester 1970-71: not offered. Second semester 1970-71: Greek Tragedy. Consent of instructor required. *3 Hours*

Theatre 487-488 Independent Study

1 to 3 Hours

Theatre 491 Senior Thesis

A project in acting or directing involving either acting a major role or directing a major play and defending same in a written thesis. Open only to senior theatre majors. Must be arranged with the department a year in advance. *2 Hours*

The Directories 1970-1971



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FACULTY OF INSTRUCTION

PERRY EPLER GRESHAM, *President of the College on the M. M. Cochran Foundation. (1953).*

A.B., B.D., Texas Christian University; LL.D., Texas Christian University; Litt.D., Culver Stockton College; L.H.D., Chapman College; Ed.D., Transylvania College; University of Chicago; Columbia University; Litt.D., University of Cincinnati; Ed.D., Findlay College; Ped.D., Youngstown University.

BARRIE RICHARDSON, *Vice President and Dean of the Faculty. (1962).*

B.A., Carleton College; M.B.A., D.B.A., Indiana University; University of Colorado.

PEARL MAHAFFEY, *Professor of Foreign Languages Emeritus. (1908-1949).*

A.B., Miami University; A.M., Columbia University; Litt.D., Bethany College; McGill University; University of Paris; National University of Mexico.

WILBUR HAVERFIELD CRAMBLET, *Distinguished Service Professor of Mathematics Emeritus. (1917-1969).*

A.B., A.M., Bethany College; A.M., Ph.D., Yale University; LL.D., University of Pittsburgh; D.D., Drake University; LL.D., Culver-Stockton College; Litt.D., Texas Christian University.

ANDREW LEITCH, *Sarah B. Cochran Professor of Psychology Emeritus. (1920-1956).*

A.B., A.M., Butler College; B.D., Ph.D., Yale University; D.D. Butler University; Columbia University; University of Chicago; University of Pennsylvania; Harvard University.

JOHN J. KNIGHT, *Distinguished Professor of Physical Education Emeritus*. (1930-1970).

A.B., West Virginia Wesleyan College; A.M., Ohio State University; University of Michigan.

DANIEL SOMMER ROBINSON, *Professor of Philosophy Emeritus*. (1954-1958).

A.B., Butler College; A.M., Yale University; Ph.D., Harvard University; Litt.D., Marietta College; University of Breslau.

H. DONALD DAWSON, *Distinguished Professor of Chemistry Emeritus*. (1963-1970).

B.S., Denison University; M.Sc., Ph.D., Ohio State University.

MARGARET ROBERTS WOODS, *Associate Professor of Foreign Languages Emeritus*. (1943-1961).

A.B., Wellesley College; A.M., Pennsylvania State University; Middlebury College; Columbia University; Colorado College; University of Besancon; University of San Luis Potosi.

WINIFRED WEBSTER, (MRS.), *Dean of Women and Instructor in English Emeritus*. (1952-1960).

A.B., University of North Dakota; A.M., Columbia University.

BENJAMIN CHANDLER SHAW, *George T. Oliver Distinguished Professor of History and Political Science*. (1935).

A.B., Rollins College; A.M., Ph.D., University of North Carolina; American Academy in Rome; Royal University, Perugia, Italy.

EARL D. McKENZIE, *Professor of Foreign Languages and Chairman of the Department*. (1937).

A.B., Brown University; A.M., Columbia University; M. Litt., Ph.D., University of Pittsburgh; University of Frankfurt am Main; Yale University; University of Paris.

HELEN LOUISE McGUFFIE, *Professor of English and Chairman of the Department*. (1947).

A.B., Bethany College; A.M., University of Pittsburgh; Ph.D., Columbia University.

*JOHN DANIEL DRAPER, *Professor of Chemistry and Chairman of the Department*. (1951).

B.S., Franklin and Marshall College; Ph.D., University of Maryland; Michigan State University.

WILBERT SCOTT RAY, *Distinguished Professor of Psychology*. (1956).

A.B., Washington and Jefferson College; A.M., Ph.D., University of Wisconsin.

JAMES W. CARTY, JR., *Professor of Communications and Chairman of the Department*. (1959).

A.B., Culver-Stockton; B.D., University of Chicago; M.S., Northwestern University; University of Oklahoma; George Peabody College; Scaritt College; Saltillo (Mexico) State Teachers College; Diploma from National University of Nicaragua; Diploma University of San Carlos.

*Sabbatical Leave

JOHN A. SPENCE, *Professor of Education and Chairman of the Department.* (1961).

B.S. in Ed., M.A., Ph.D., Ohio State University.

HSIOH-REN WEI, *Distinguished Professor of Physics.* (1963).

B.A., University of Nanking; Ph.D., University of Chicago.

CHARLES E. HALT, *Professor of Economics and Chairman of the Department.* (1969).

B.S., Slippery Rock State College; M.Ed., Pennsylvania State University; Ph.D., Syracuse University; University of Pittsburgh.

JOHN TREVOR PEIRCE, *Professor of Psychology and Chairman of the Department.* (1969).

B.A., Princeton University; Ph.D., University of California.

BURTON B. THURSTON, *Visiting Professor of Religion.* (1970).

B.Th., Northwest Christian College; A.B., Transylvania University; B.D., Butler School of Religion; M.A., Butler University; Th.D., Harvard University.

BRADFORD TYE, *Associate Professor of Mathematics and Chairman of the Department.* (1943).

B.S., Alma White College; M.S., New York University; Rutgers University; Columbia University; University of Pittsburgh.

GEORGE K. HAUPTFUEHRER, *Associate Professor of Music and Chairman of the Department.* (1945).

A.B., B.M., Friends University; A.M., University of Kansas; Pittsburgh Musical Institute; Juilliard School of Music; Indiana University.

S. ELIZABETH REED, *Associate Professor of Physical Education.* (1945).

A.B., Muskingum College; M.Ed., University of Pittsburgh; University of Wisconsin; New York University; University of Wyoming; University of Southern California; University of Michigan.

WILLIAM LEWIS YOUNG, *Associate Professor of History and Political Science, and Chairman of the Department.* (1950).

A.B., Bethany College; A.M., Ohio State University; Columbia University.

MARGARET MATHISON, *Associate Professor of Education.* (1951).

A.B., M.Litt., University of Pittsburgh; University of Southern California; Pennsylvania State University; Ohio State University.

JOHN RAYMOND TAYLOR, *Associate Professor of English.* (1955).

A.B., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, England; University of Edinburgh.

*RICHARD BRUCE KENNEY, *Associate Professor of Religion and Chairman of the Department.* (1964).

A.B., Washington University; B.D., Yale University; M.A., Ph.D., Yale University; Basel University; McGill University.

*Sabbatical Leave

164 Bethany College

*GARY E. LARSON, *Associate Professor of Biology and Chairman of the Department.* (1964).

B.S., M.S., New York State University, Albany; Ph.D., Rutgers University; Albany Medical College.

ROBERT EDWARD MYERS, *Associate Professor of Philosophy.* (1964).

A.B., Bethany College; B.D., Texas Christian University; Ph.D., Ohio State University.

**CARL L. SCHWEINFURTH, *Associate Professor of History and Political Science and Director of International Education Programs.* (1964).

B.S., University of Oregon; M.A., University of Florida; Ph.D., Southern Illinois University; Haile Selassie University.

JOHN U. DAVIS, *Associate Professor of Education.* (1966).

A.B., Bethany College; M.A., Columbia University; Ed.D., Columbia University.

WILLIAM R. CLARK, *Associate Professor of Chemistry.* (1967).

B.S., Haverford College; M.A., Indiana University; Ph.D., Georgetown University; Rutgers University.

ARTHUR R. KIRKPATRICK, *Associate Professor of History and Political Science.* (1967).

A.A., Trenton Junior College; B.S.Ed., NE Missouri State Teachers College; M.A., Ph.D., University of Missouri.

ROBERT GARNER GOIN, *Assistant Professor of Physical Education and Chairman of the Department.* (1960).

A.B., Bethany College; M.S., West Virginia University.

*JAMES EDWARD ALLISON, *Assistant Professor of Mathematics.* (1964).

B.S., Bethany College; M.A., West Virginia University.

ALBERT R. DEVAUL, *Assistant Professor of Music.* (1964).

A.B., West Liberty State College; M.M., West Virginia University; Carnegie-Mellon University.

HERBERT L. DRINNON, *Assistant Professor of Drama.* (1964).

B.A., Berea College; M.A., University of North Carolina.

*JOHN WILLIAM LOZIER, *Assistant Professor of History.* (1964).

A.B., University of Colorado; A.M., Ohio State University.

JOHN D. DAVIS, *Assistant Professor of Economics.* (1965).

A.B., American International College; A.M., University of Connecticut.

THEODORE K. KIMPTON, *Assistant Professor of Foreign Languages, and Director of the Summer School.* (1965).

B.S., United States Military Academy; A.M., University of Maryland; Catholic University.

HIRAM J. LESTER, *Assistant Professor of Religion.* (1965).

A.B., B.D., Phillips University; M.A., Yale University; Johnson Bible College.

*Sabbatical Leave

**Leave of Absence

- ROBERT E. SHOUP**, *Assistant Professor of Sociology*. (1965.)
A.B., Juniata College; B.D., United Seminary; A.M., Temple University; University of Pittsburgh; West Virginia University.
- JAMES J. SAWTELL**, *Assistant Professor of Biology and Acting Chairman of the Department*. (1966)
B.A., Lake Forest College; M.A., Western Michigan University; Rutgers, The State University.
- DAVID J. JUDY**, *Assistant Professor of English*. (1967).
B.A., Denison University; M.A., Western Reserve; University of Mexico.
- MICKAY MILLER**, *Assistant Professor of Psychology*. (1967).
B.S., West Virginia University; M.S., University of North Carolina.
- ANTHONY L. MITCH**, *Assistant Professor of English*. (1967).
A.B., Cornell University; M.A., St. John's University; New York University.
- LOWELL N. YOUNGREN**, *Assistant Professor of Art and Acting Chairman of the Department*. (1967).
B.A., Knox College; M.A., M.F.A., State University of Iowa; Harvard University; Boston University.
- THOMAS R. ALLEN**, *Assistant Professor of Physical Education*. (1968)
B.S., MacMurray College; M.Ed., University of Toledo.
- STANLEY L. BECKER**, *Assistant Professor of Physics and Director of Special Interdisciplinary Projects*. (1968).
B.S., New York State College of Forestry; Ph.D., University of Wisconsin.
- KE LUN WU**, *Assistant Professor of Economics*. (1968).
B.A., St. John's University; M.B.A., University of Wisconsin; New York University.
- ALBERT R. BUCKELEW, JR.**, *Assistant Professor of Biology* (1969).
B.S., Fairleigh Dickinson University; Ph.D., University of New Hampshire.
- ROY P. CROSTON**, *Assistant Professor of Physics and Chairman of the Department*. (1969).
B.S., Bethany College; M.S., Ph.D., West Virginia University.
- HOWARD C. MYERS**, *Assistant Professor of Sociology*. (1969).
B.A., San Diego State College; M.A., Duke University; University of Pittsburgh.
- RICHARD G. STEBBINS**, *Assistant Professor of Chemistry*. (1969).
B.A., Wesleyan University; Ph.D., Texas A&M.
- LEONORA B. CAYARD, (MRS.)**, *Assistant Professor of Foreign Languages*. (1970).
Ph.D., Marburg University; Yale University; Howard University.
- JOHN I. DAELEY**, *Assistant Professor of History*. (1970).
B.A., University of Alberta; M.A., University of Western Ontario; Ph.D., University of London.

- KARL C. GARRISON, JR., *Assistant Professor of Sociology and Chairman of the Department.* (1970).
A.B., University of Georgia; B.D., Philadelphia Divinity School; M.A., Ph.D., Duke University; Oregon State University; University of the South.
- LARRY E. GRIMES, *Assistant Professor of English.* (1970).
B.A., Bethany College; B.D., Yale Divinity School; Emory University.
- RONALD A. WARD, *Assistant Professor of Mathematics.* (1970)
B.S., Eastern Nazarene College; Ph.D., Florida State University; Georgetown University.
- SUSAN WORTHEN HANNA, (MRS.), *Instructor in Health and Physical Education.* (1957).
A.B., Bethany College; Marjorie Webster School of Physical Education.
- MARJORIE TUFTS CARTY, (MRS.), *Instructor in Foreign Languages.* (1965).
Ph.B., University of Chicago; Clark University, State Teachers College, Saltillo, Mexico; University of Nicaragua; Bethany College.
- W. RANDOLPH COOEY, *Instructor in Economics.* (1966).
B.A., Bethany College; M.A., West Virginia University.
- DAVID LYNN HOBE, *Instructor in Communications, Director of Public Information and Publications.* (1966).
B.A., Bethany College; M.S., West Virginia University.
- JOHN S. PERRINE, II, *Instructor in Mathematics.* (1967).
B.A., M.A., West Virginia University.
- ROBERT RILEY, *Instructor in Health and Physical Education.* (1967).
A.B., Bethany College; West Virginia University.
- RICHARD M. THACKRAY, JR., *Instructor in Psychology.* (1967).
B.S., M.S., Villanova University.
- WESLEY J. WAGNER, *Instructor in Art.* (1967).
Pennsylvania Academy of the Fine Arts; Barnes Foundation.
- *E. DONALD AULT, *Instructor in Physical Education.* (1968).
B.A., West Liberty State College; M.A., West Virginia University.
- WALTER L. KORNOWSKI, *Instructor in Art.* (1968).
B.F.A., Rochester Institute of Technology; M.S., State University College at Buffalo.
- *J. RICARDO PASTOR, *Instructor in Foreign Languages.* (1968).
State Teachers College of Bolivia; Bethany College; University of Wisconsin; University of Bordeaux, France; M.A., University of Pittsburgh.
- DAVID T. SEIDMAN, *Instructor in Physics.* (1968).
B.S., Bethany College; M.S., Purdue University.
- ALBERT C. APPLIN, II, *Instructor in Health and Physical Education.* (1969).
B.A., Marietta College; M.S., The Pennsylvania State University; U.S. Naval Academy.
- LARRY J. FRYE, *Instructor in Library Science and Head Librarian.* (1969).
B.A., Bethany College; M.L.S., Rutgers University.
- DOROTHY HUESTIS, (MRS.), *Instructor of Education.* (1969).
A.B., M.A., Indiana University.

STEPHEN L. COONEY, JR., *Instructor in History and Political Science*. (1970).

B.A., Tulane University; M.A., University of Chicago.

PATRICIA J. JERSEY, *Instructor in Liberty Science and Assistant Librarian for Public Services*. (1970).

B.S., West Virginia University; M.L.S., University of Pittsburgh.

HANS R. RUNTE, *Instructor in Foreign Languages*. (1970).

Certificat d'Etudes, University of Poitiers (France); Certificat pratique, University of Rouen (France); M.A., University of Kansas; University of Tübingen (Germany); University of Newcastle (England).

Distinguished Lecturers and Consultants

C. WILLIAM O'NEILL, *Distinguished Lecturer in Public Affairs*. (1959).

A.B., Marietta College; LL.B., Ohio State; LL.D., Defiance College; LL.D., Ohio University; LL.D., Miami University (Ohio); LL.D., College of Steubenville; LL.D., West Virginia University; LH.D., Marietta College; LL.D., Heidelberg College; LL.D., Wilberforce University.

DON GILLIS, *Consultant in Music*. (1963).

A.B., B.Mus., Dr. Mus., Texas Christian University; M.Mus., North Texas Teachers College.

OLIVER MANNING, *Artist in Residence in the Department of Music*. (1961).

B.M., Louisiana State University; M.M., Cincinnati College—Conservatory of Music.

Adjunct Faculty

NINA GOEHRING MCGOWAN, (MRS.), *Part-time Instructor in Music*. (1966).

B.M., M.M., University of Michigan.

PHYLLIS K. YOUNGREN (MRS.), *Adjunct Instructor in Biology*. (1967).

B.S., M.A., University of Minnesota.

ROBYN R. COLE, (MRS.), *Part-time Instructor in English*. (1968).

B.A., University of Maryland; M.A., University of Georgia; Ohio University.

WILLIAM P. ROBERTS, S.J., *Assistant Professor of Theology and Acting Chairman of the Department, Wheeling College*. (1968).

A.B., M.A.T., Ph.L. Fordham University; S.T.L. Weston College; Candidate for Ph.D. Marquette University.

WILLIAM J. GARVIN, JR., *Part-time Instructor in Communications*. (1969).

B.S., West Virginia University.

LEONARD A. HELMAN, *Rabbi at Woodside Temple, Wheeling, West Virginia. Part-time Instructor in Religion*. (1969).

B.S., Trinity College; B.H.L., M.H.L., Hebrew Union College; Hartford Seminary Foundation.

KATHERINE M. METZNER, *Part-time Instructor in Classics*. (1969).

B.A., Goucher College; M.A., Columbia University; University of Wisconsin; Vergilian School at Cumae.

WILLIS M. GORDON, JR., *Part-time Assistant Professor of Biology*. (1970).

B.S., University of Missouri; M.S., Southern Illinois University.

FORREST HUNTER KIRKPATRICK, *Adjunct Professor of Economics*. (1970).

A.B., Bethany College; A.M., and Prof. Dipl., Columbia University; University of Pittsburgh; University of London; LL.D., Bethany College; LL.D., College of Steubenville; LL.D., Drury College.

HAROLD G. O'LEARY, *Part-time Instructor in Speech*. (1970).
West Liberty State College.

HENRY SENDAYDIEGO, *Part-time Assistant Professor of Philosophy*.
Ph.B., Ph.L., University of Santo Tomas (Philippines); LI.B., Dagupan College (Philippines); Duquesne University.

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ATHLETICS

Mr. Kimpton, *Chairman*; Mr. Goin, Mr. Perrine, Miss Reed, Mr. Sandercox, Mr. Stebbins. *Student members*: Jane Wittaker and Clifford Wright.

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Mr. Sandercox, *Chairman*; Mr. Graham, Mr. Judy, Mr. Kenney, Miss Nicholson. *Ex-officio*: S.B.O.G. President. *Student members*: Richard Martinelli, Mark Melson.

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Mr. Robert Myers, *Chairman*; Mr. Clark, Mr. Kenney, Mr. McKenzie, Mr. Miller, Mr. Richardson, Mr. Sandercox, Mr. Taylor, Mr. Young.

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Sandercox

ORIENTATION

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S.

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TEACHER EDUCATION REVIEW

Mr. Spence, *Chairman*; Mr. J. U. Davis, Mrs. Hanna, Mrs. Huestis, Mr. Judy, Mr. Richardson, Mr. Sandercox.

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COLLEGE COUNCIL

Mr. Sandercox and William Hawkins, *co-chairmen*; Mr. Draper, Mr. Frye, Mr. Goin, Mr. Graham, Mr. Hauptfuehrer, Mr. Kenney, Miss McGuffie, Mr. Patterson, Mr. Peirce, Mr. Ray, Mr. Richardson, Mr. Young. *Student members*: Presidents of Fraternities, Sororities and House Associations.

STUDENT STATISTICAL DATA*ACADEMIC YEAR 1969-70***Enrollment by Classes**

	Full Time		Part Time		Total
	Men	Women	Men	Women	
Seniors	129	86	1	0	216
Juniors	128	83	0	0	211
Sophomores	150	121	0	0	271
Freshmen	169	157	1	0	327
Transfers	6	2	0	0	8
Unclassifieds	0	0	3	11	14
Special Students ..	3	0	0	0	3
Total	585	449	5	11	1050

Enrollment by States and Foreign Countries

Alabama	1	Michigan	3
Canada	3	Minnesota	1
Connecticut	57	New Hampshire	1
Delaware	6	New Jersey	160
EGYPT	2	New Mexico	1
Florida	10	New York	112
Georgia	2	North Carolina	1
GHANA	1	Ohio	124
GREECE	1	Pennsylvania	302
HONG KONG	2	Rhode Island	3
Illinois	2	SCOTLAND	1
INDIA	1	SOUTH AFRICA	1
Indiana	16	South Carolina	1
Iowa	1	Tennessee	1
ITALY	1	Texas	3
JAPAN	2	Virginia	16
Kentucky	1	Washington, D.C.	7
LEBANON	1	WEST AFRICA	1
Maryland	26	West Virginia	157
Massachusetts	16	Wisconsin	2
		Total	1050

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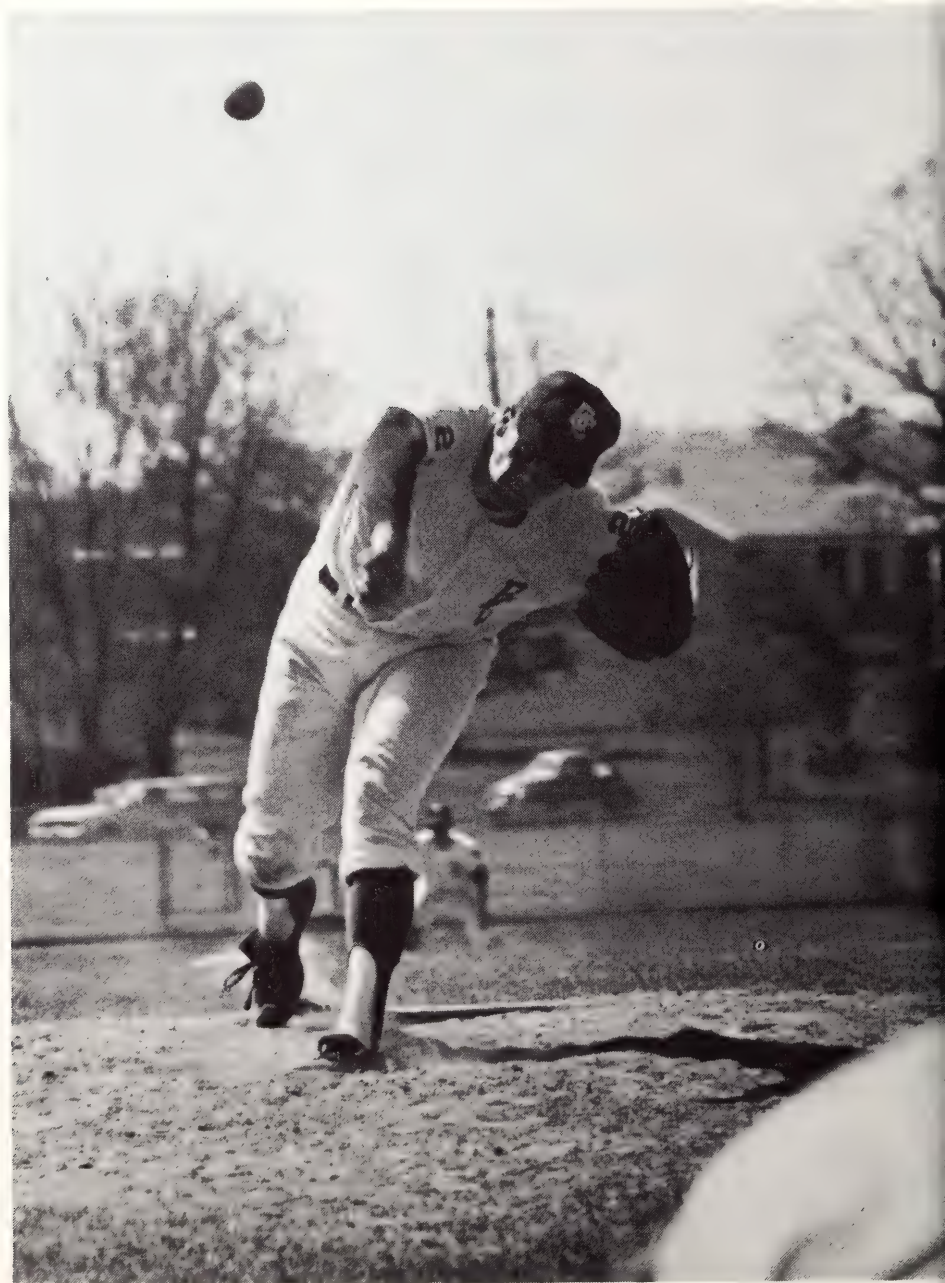


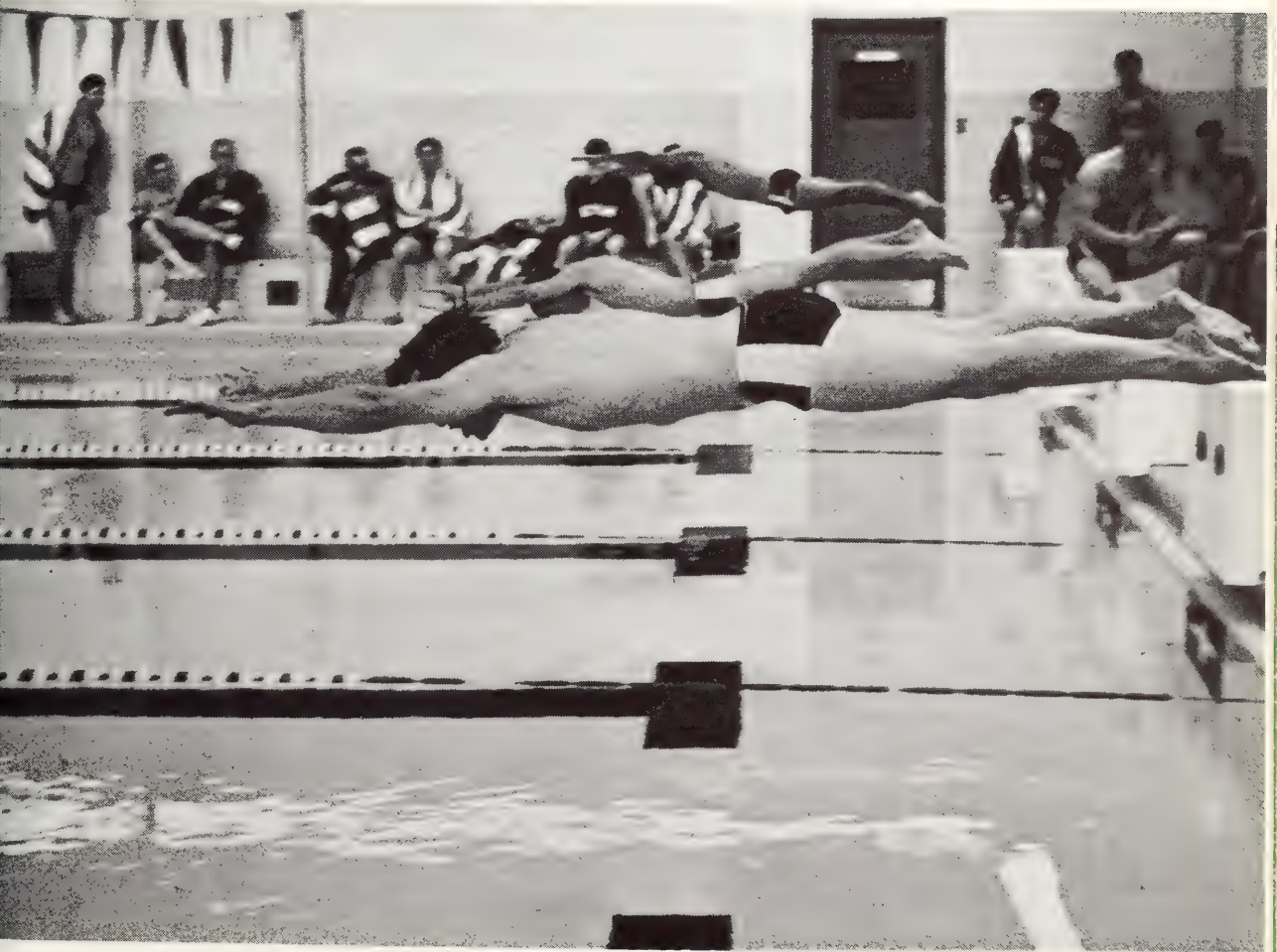
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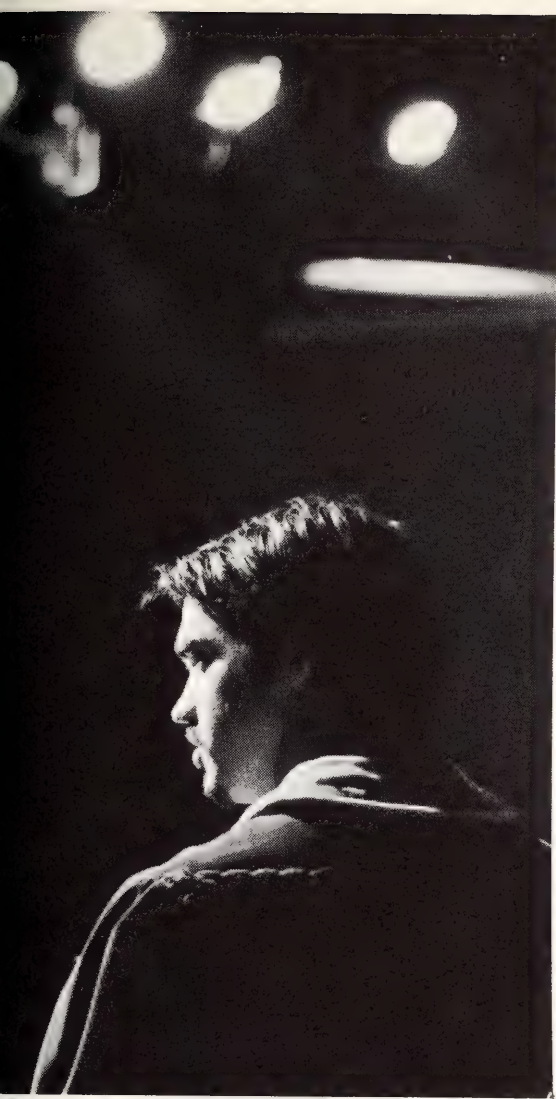


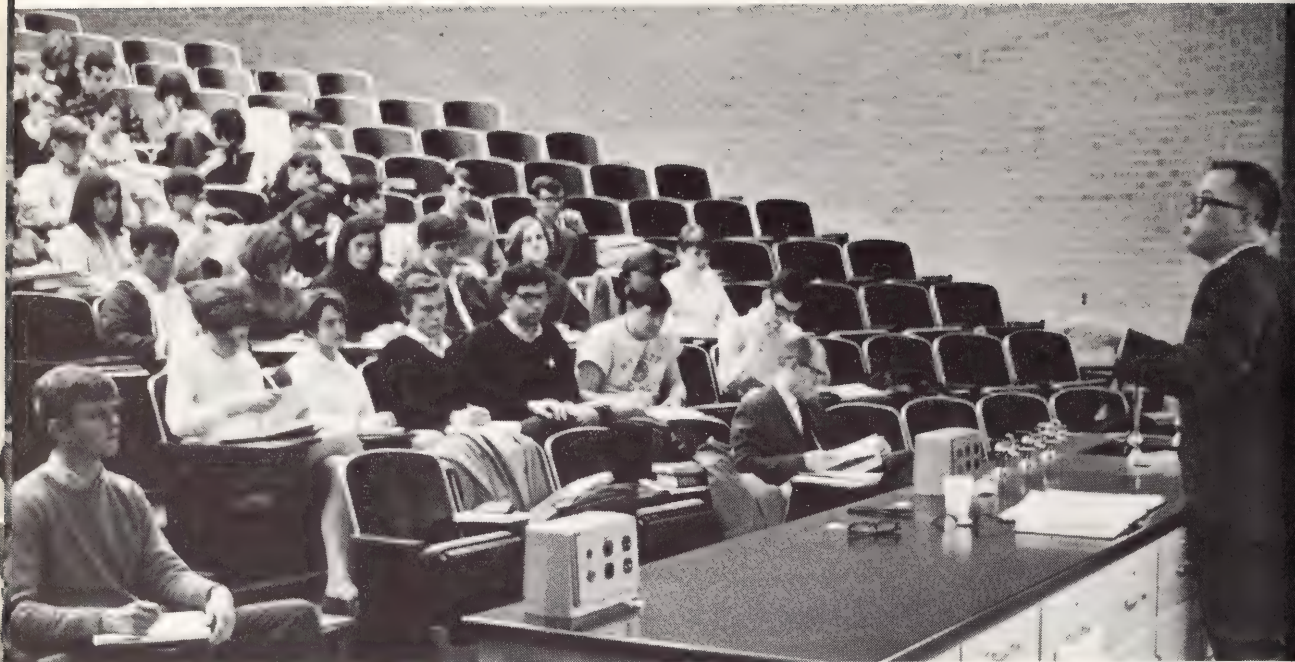


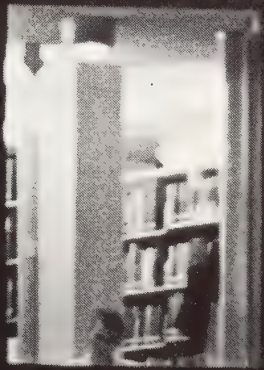
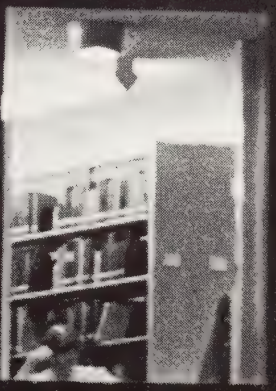
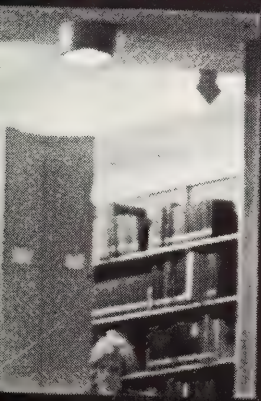
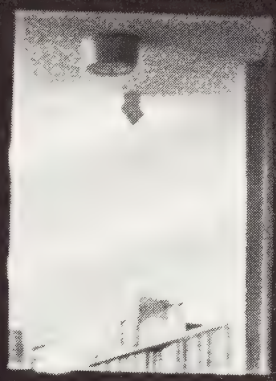
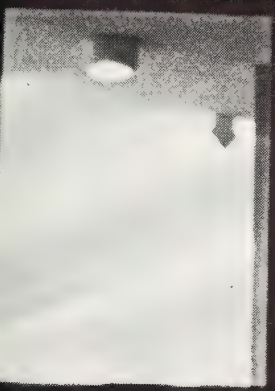
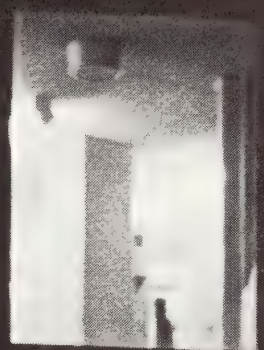
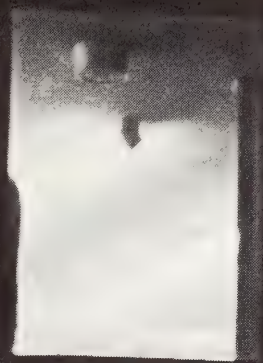
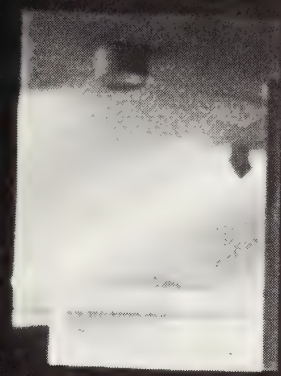






















LEGEND

- | | |
|--------------------------|------------------------------|
| 1 Old Main | 17 Benedum Commons |
| 2 Commencement Hall | 18 Memorial Church |
| 3 Oglebay Hall | 19 Campbell Hall |
| 4 Steinman Hall | 20 A. McLean Hall |
| 5 Pendleton Heights | 21 McEachern Hall |
| 6 Irvin Gym | 22 Amphitheater |
| 7 Richardson Hall | 23 Tennis Courts |
| 8 T. W. Phillips Library | 24 John J. Knight Natatorium |
| 9 Morlan Hall | 25 Residence Hall |
| 10 Harlan Hall | 26 Faculty Apartments |
| 11 Phillips Hall | 27 Highland Hearth |
| 12 Cramblet Hall | 28 Leadership Center |
| 13 Cochran Hall | 29 Rine Fields |
| 14 Infirmary | 30 Alumni Field House |
| 15 Gateway Hall | 31 Heating Plant |
| 16 Bethany House | 32 Maintenance Building |

Scale 1" = 100'



Expected to be under construction in 1971

BETHANY COLLEGE MASTER PLAN

SCALE
0 20 40 60 80 100

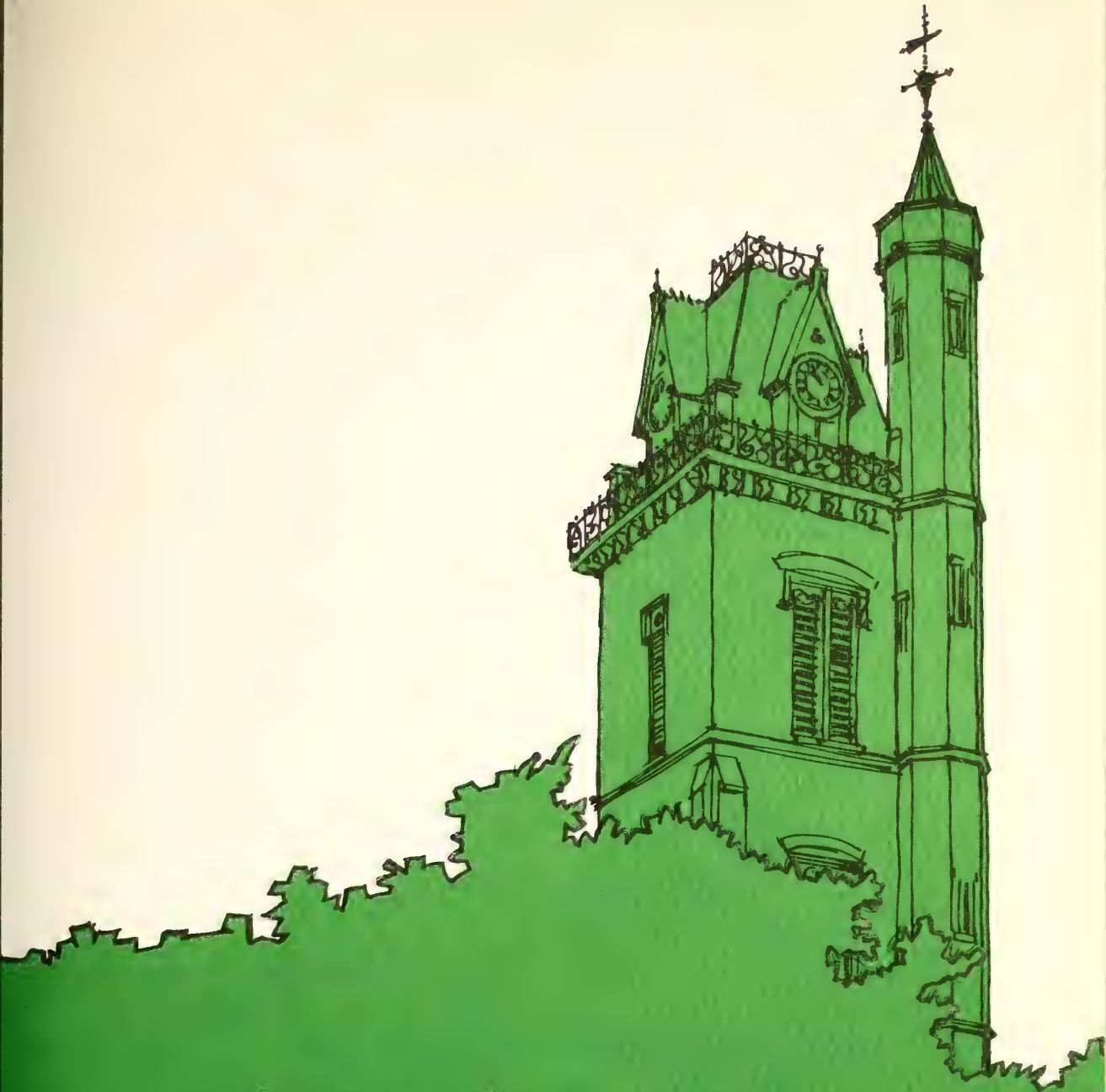
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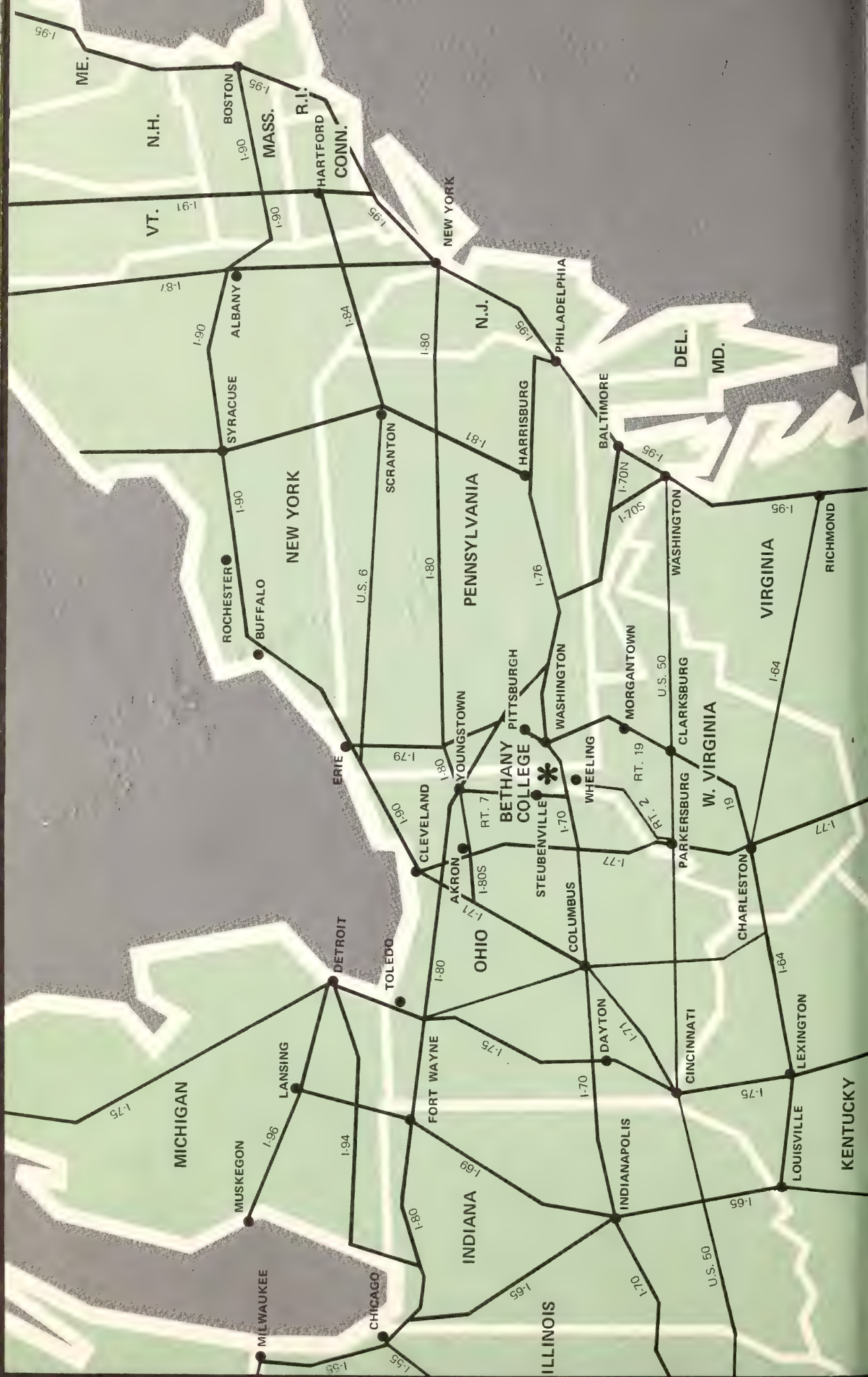
Second Class

Paid at Bethany,



bethany college

1971-72 bulletin



BETHANY COLLEGE

Bethany, W. Va.

1971-1972 CATALOG

THE ONE HUNDRED AND THIRTY FIRST
ACADEMIC YEAR

CHARTERED AS A COLLEGE
MARCH 2, 1840, BY THE ASSEMBLY OF VIRGINIA
BUFFALO SEMINARY INSTITUTE IN 1818

BETHANY COLLEGE BULLETIN

Vol. LXIV

September 1971

No. 8

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CORRESPONDENCE DIRECTORY

Correspondence should be addressed as indicated below:

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EDUCATIONAL AND INSTRUCTIONAL PROGRAM

Vice President and Dean of the Faculty

STUDENT INTERESTS AND FINANCIAL AID

Vice President and Dean of Students

FINANCIAL MATTERS, STUDENT ACCOUNTS AND PURCHASING

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Registrar

ADMISSION

Director of Admission

ALUMNI RELATIONS

Director of Alumni Relations and Deferred Giving

DEVELOPMENT

Director of Development

PUBLIC RELATIONS AND PUBLICITY

Director of Public Information and Publications

College Calendar

1971

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30	31				

SEPTEMBER						
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OCTOBER						
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31						

NOVEMBER						
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DECEMBER						
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1972

JANUARY						
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23	24	25	26	27	28	29
30	31					

1971

AUGUST

28-30 Sat.-Mon.
28 Sat.
31 Tue.

SEPTEMBER

1 Wed., 8 a.m.
4 Sat.
9 Thur.
15 Wed.

OCTOBER

9 Sat.
16 Sat.
22 Fri.

NOVEMBER

15-24 Mon.-Wed.
24 Wed., 4 p.m.
29 Mon., 8 a.m.

DECEMBER

7 Tue.
17 Fri.
18-22 Sat.-Wed.

First Semester

Orientation and evaluation for new students
Faculty Seminar
Registration

Classes begin for all students
Modern Language Achievement Test
Formal Convocation
Last day for re-adjustment of schedule without academic penalty and last day to add a course or to register for a full class program (12 cr. hrs.)

Parents' Day
Homecoming
Mid-semester grades are called

Registration for Second Sem.
Thanksgiving recess begins
Thanksgiving recess ends

Election to recognition societies
Reading Day
Final Examination for First Semester

1972

JANUARY

3-28 Four Week Session—Special Projects

JANUARY TERM

1971-1972

SECOND SEMESTER

28-29	Fri.-Sat.	Faculty and Departmental Seminar
30	Sun.	Registration and Orientation for new students
31	Mon., 8 a.m.	Classes begin for all students

FEBRUARY						
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20	21	22	23	24	25	26
27	28	29				

FEBRUARY

3	Thur.	Formal Convocation
14	Mon.	Last day for re-adjustment of schedule without academic penalty and last day to add a course or to register for a full class program (12 cr. hrs.)

MARCH						
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MARCH

2	Thur.	Founders' Day
3	Fri.	Election to recognition societies
24	Fri., 5 p.m.	Mid-semester grades are called
24	Fri., 5 p.m.	Spring recess begins

APRIL						
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30						

APRIL

4	Tue., 8 a.m.	Spring recess ends
13	Thur.	Undergraduate Record Examination
17-26	Mon.-Wed.	Registration 1972-73
20	Thur.	Honors Day
22	Sat.	Modern Language Achievement Test

MAY						
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27	28	29	30	31		

MAY

5	Fri., 5 p.m.	Reading Period begins for Seniors
12-14	Fri.-Sun.	Spring Festival—Parents' Weekend
14	Sun.	Mothers' Day
15-20	Mon.-Sat.	Senior Comprehensive Exams
22-26	Mon.-Fri.	Final Examinations for Second Semester
25	Thur.	Faculty Meeting
26	Fri.	Annual Meeting of Board of Trustees and Baccalaureate
27	Sat.	131st Annual Commencement and Alumni Day

JUNE						
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JULY						
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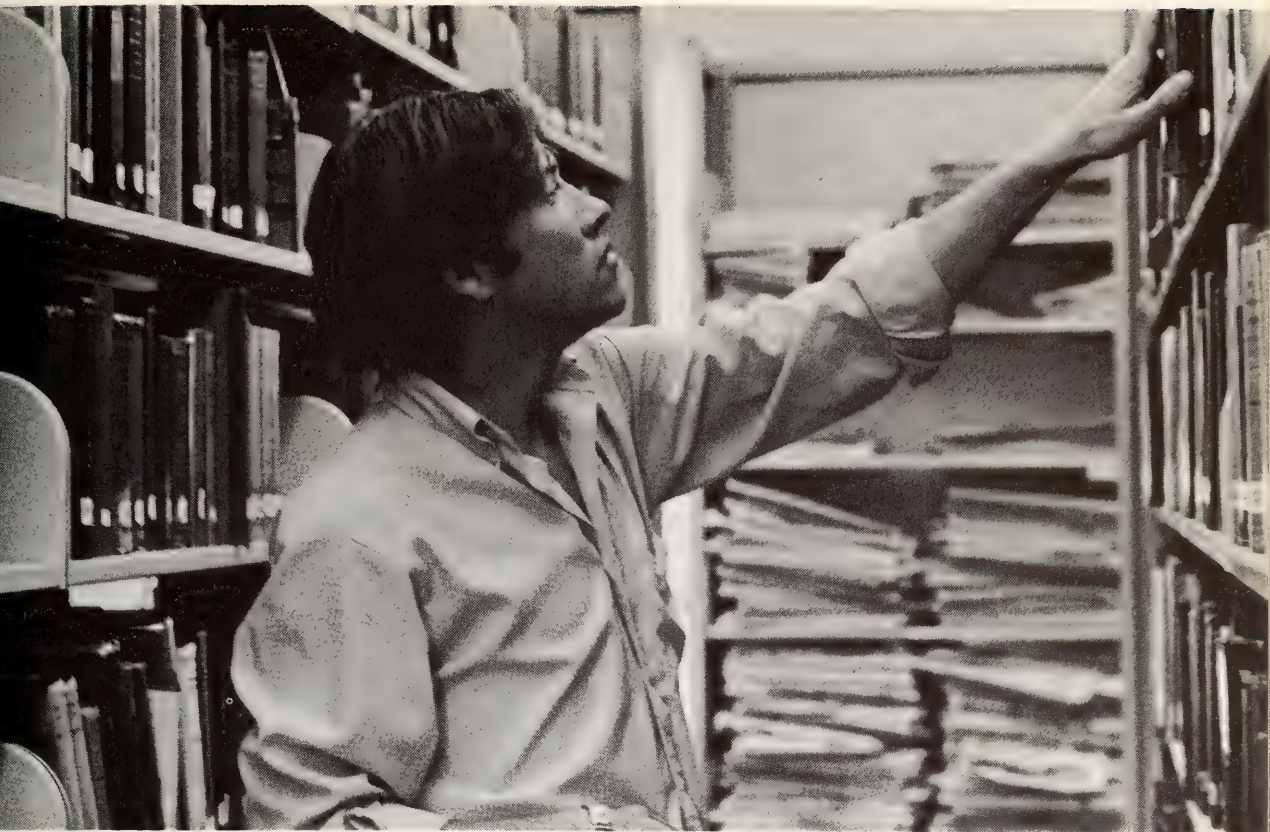


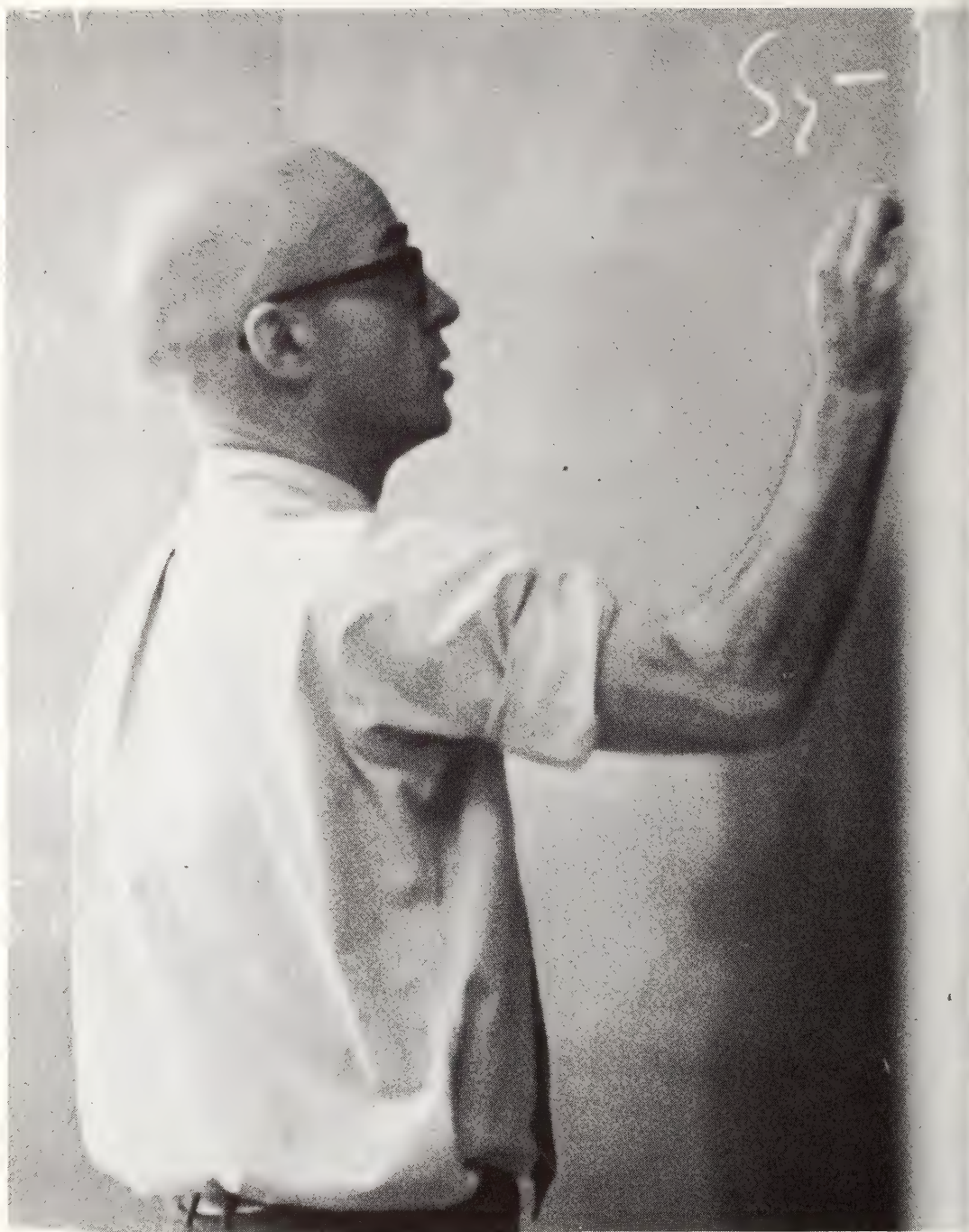
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The Spectrum of Liberal Arts



BRIDGES TO THE FUTURE

As America struggles to meet its commitment to the betterment of mankind, it encounters a critical need for the liberally educated mind. Technological miracles become commonplace. Communications approach immediacy. Man is learning to control his environment, his health, and even the organic make-up of his unborn children. But he questions strongly his progress in controlling himself.

More and more, he turns to liberal arts education for answers. Can scientific competence blend with human frailty? Of what benefit is nuclear fission if it becomes merely an incredible improvement on the bow and arrow? What is the value of prolonged life for the man who is desperately unhappy?

Where do we build the bridges between robust technology and social ills? Many believe that the primary location is on the campus of the liberal arts college.

Bethany College stakes its future on a dedication to this belief. Here students become acquainted with values as well as facts. The spectrum is wide. It spans areas of arts, sciences, and humanities. Each person becomes a participant, rather than a spectator in the unmasking of truths. He is invited to question, to search, and to discover his own responses to the interpretations of history, the realities of today, and the presumptions of tomorrow. He is challenged to build a foundation of knowledge that will ignite a zest for continuing education throughout life.

Liberal arts is at all times contemporary, because it concerns an appreciation of human actions and reactions wherever and whenever change occurs. But the basic purpose of liberal arts has no better definition than that provided by a founder of Bethany College, who described it more than a century ago:

"They are called liberal arts and sciences, not merely because they free the human mind from vulgar prejudices, ignorance, and error which they certainly do; but because they are general in their character and application, and open to us an extensive acquaintance with literature, science and art; and thus furnish us with the means of extending our acquaintance with nature, society, and the Bible, to any extent commensurate with the wants of our nature and the limits of our existence."

VIEW FROM THE TOWER

Bethany College encompasses 1500 acres (about 50 developed) of Allegheny foothills in the Northern Panhandle of West Virginia. Located within the corporate limits of the town of Bethany, the campus is just three miles from Pennsylvania, seven miles from Ohio, and 35 miles north of the Mason-Dixon line. Pittsburgh is 40 miles to the northeast, Wheeling 18 miles to the southwest, and Steubenville 20 miles to the northwest. The Wheeling airport is a 20-minute taxi ride away.

Academic and administrative buildings, women's residences, the women's gymnasium, and the president's home overlook the town from the crest of a hill. On the east slope of the main campus are the student center, infirmary, and men's residence halls. The west slope contains the field house, natatorium, and recreational areas for men and women.

About 1,300 acres of farm and timber land adjacent to the campus are available for student use. Nature trails and picnic areas have been developed in some areas.

ACCREDITATION

Bethany College is fully approved by regional and national accrediting agencies. It is a member of the North Central Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, the College Entrance Examination Board, the American Association of Colleges for Teacher Education, and the National Council for the Accreditation of Teacher Education.

The College is approved by West Virginia and all other state departments of education for the preparation of teachers. Women graduates are eligible for membership in the American Association of University Women.

Bethany also is a member of the Board of Higher Education of the Disciples of Christ.

COMMITMENT THROUGH THE YEARS

Bethany College was founded as a private educational foundation more than two decades before West Virginia became a state. It was chartered under the laws of the Commonwealth of Virginia on March 2, 1840, through action of the General Assembly.

The charter, creating "at or near Bethany, in the County of Brooke . . . a seminary of learning for the instruction of youth . . .", was written by Alexander Campbell, celebrated debater, Christian reformer, and educator, who also provided land for the campus and \$15,000 toward the first building.

The early curriculum and most of the faculty were gleaned from the then 20-year-old University of Virginia, whose founder, Thomas Jefferson, was greatly admired by Campbell. Ideas and architecture for the new college reflected Campbell's own study at the Scottish University of Glasgow, where academic experience dated back more than four centuries.

Since its beginning, Bethany has remained a four-year private college. The religious body known variously as the Christian Churches, Disciples of Christ, or Churches of Christ, of which Campbell was the principal founder, continues to be significant in the support and encouragement of the College, but with complete freedom from sectarian control.

When West Virginia became a separate state in 1863, the Bethany charter was unaltered. Both Alexander Campbell and his nephew, Wheeling publisher Archibald Campbell, played prominent roles in the wartime separation from Virginia. And the tower of Old Main at Bethany appears as one of four historical landmarks in the rotunda of the State Capitol at Charlestown.

During the War between the States, Bethany College officially was Unionist, but most students were from the southern states. Classes went on without interruption, although enrollment plunged to 33. Nation-wide waves of emotion tested the inner discipline of both teachers and students. The aged President Campbell described Bethany's plight, in common with all colleges of the South, as "almost reduced to a shadow compared with bygone days and years. Martial glory and military splendor has usurped the throne of literature, science, and religion."

But a post-war resurgence brought high honor to Bethany. Physics Professor A. E. Dolbear perfected the telephone receiver while on the faculty, then sold his patents to the Alexander Graham Bell interests at a modest figure, explaining that his interest was in science, not commerce. Author James Lane Allen wrote one of his most successful novels while he was teaching Latin at the College. A corresponding awakening of interest in the social sciences produced such graduates as Congressman Champ Clark and Supreme Court Justice Joseph Rucker Lamar.

Another crisis, this one financial, struck in the 1890's. Only the courage of teachers and officers, backed by the generosity of trustees such as T. W. Phillips, Sr., and M. M. Cochran, kept classes going. Enrollment fell to 53 in 1898. A determined faculty, however, bravely raised entrance requirements and refused to sacrifice quality of instruction in the face of unpaid salaries.

Bethany weathered the financial storm. By the turn of the Century, new buildings began to rise. Private support began an acceleration that has brought Bethany to its present enviable endowment ranking of 10th among colleges of its size in the nation.

Bethany became one of the first institutions accredited by the Southern Association. Its name appeared on the first list of those accredited by the North Central Association. As early as 1930, 40 percent of the faculty held earned doctorates. Faculty members participated in an experimental program financed by the General Education Board and directed by the University of Chicago with a view to modernizing teaching methods. Comprehensive oral and written examinations were added to requirements for graduation.

The unbroken tradition of academic excellence was preserved staunchly when courses were adjusted to meet the national crises of two world wars. A student Army Training Corps was established in 1918, and a Navy V-12 unit operated during World War II, while emphasis continued to focus clearly on liberal arts and sciences.

Throughout its history, Bethany has cherished a tradition set down by its founder in 1850, that the College is "for the common cause, which knows not state, territory, lineage, blood, or policy of earth." Men and women of varied racial backgrounds are represented in the student body, on the faculty, and staff.

The hallmark of a Bethany education today is the same pursuit of truth in a context of freedom that Alexander Campbell wrote into the Charter and early bulletin of 1840.

Today's explosion of knowledge is a chain reaction. Its avenues of learning increase in size and number. But the academic exploration at Bethany remains personal. Among faculty, there is a sense of individual responsibility toward persons, not groups. And graduation is considered a beginning, not an end.

Facilities and Resources



CAMPUS BUILDINGS

Old Main, the central unit of the academic buildings of the College, was built in 1858 to replace the original building which had been destroyed by fire the previous year. The Tower at the center of this building dominates the campus and the town and is the chief architectural feature noted as one approaches the College.

Commencement Hall, completed in 1872, provides the setting for convocations, concerts, dramatic presentations and other gatherings of a general nature.

Oglebay Hall, dedicated in 1912, was built by the late Earl W. Oglebay of the class of 1869. The building accommodates the Departments of Biology and Psychology, and special research laboratories.

The Richardson Hall of Science, completed in 1964, which houses the Departments of Chemistry, Physics and Mathematics is named for Bethany's first Science Professor and is one of the outstanding Science Buildings in this country. The Benedum Foundation, the Phillips Family, Halford Morlan and the Kresge Foundation made major contributions to this project.

The Phillips Memorial Library, built in 1959, costing approximately a million dollars, is the gift of the Phillips family of Butler, Pa., as a memorial to T. W. Phillips, Sr. and T. W. Phillips, Jr.

Cramblet Hall houses the administrative offices of the college. This building is named in honor of two former presidents of the college, Thomas E. Cramblet and his son Wilbur H. Cramblet.

Faculty Office Building was given to the College in 1947. Of semi-permanent construction, it provides offices and seminar rooms.

The Alumni Field House, built in 1948 by gifts from alumni, former students and friends of the college, provides physical education facilities for men. It has recently been expanded by adding a handball court and other facilities.

The Natatorium, completed in 1966, contains a regulation size pool. One side of the building can be opened to take advantage of good weather.

The Rine Recreation Fields were developed as a memorial to Edwin M. Rine, friend and benefactor of the College. The Rine Fields are adjacent to the Alumni Field House and include football and baseball fields, a quarter mile cinder track and an athletic field for use of college men.

The Irvin Gymnasium, built in 1919, was a gift to the College by members of the Irvin family of Big Run, Pennsylvania. It was the physical education center for all members of the student body until 1948. Since that time it has served as the center of physical education for women.

The Benedum Commons, completed in 1969, contains college dining rooms, private dining rooms, and snack bar. The Benedum Foundation and Berkman Foundation were major contributors to this facility.

The Bethany House, completed in 1948 and remodeled in 1969, is the student union. The first floor contains an automatic four lane bowling facility as well as game rooms. The alumni joined with the Renner Family to finish this facility.

Pendleton Heights, built in 1841 by William K. Pendleton, a member of the first faculty and second president of the College.

The Infirmary contains the office of the College Physicians, treatment and examination rooms, and wards for men and women.

The Outdoor Chapel is used for dramatics and other appropriate gatherings. This area, developed in cooperation with church groups in Pennsylvania and West Virginia, is also used as the site for vesper services at young people's summer conferences.

David and Irene Steinman Fine Arts Center, completed in 1969, houses the drama and music departments, classrooms, practice rooms and teaching theatre. The Steinman family was the major contributor.

Phillips Hall, built in 1929, is the central residence for women students. It replaced the original Phillips Hall which was a gift of Thomas W. Phillips.

Ivabell Harlan Hall, completed in 1960, is a residence hall for upperclass women. This building was made possible by a gift from C. Allen Harlan.

Morlan Hall, finished in 1963, is a residence for women. This building was made possible by a gift from H. J. Morlan.

Cochran Hall, a men's residence, was built in 1910 by Mark M. Cochran, class of 1875, as a memorial to his son Percy B. Cochran of the class of 1900.

Campbell Hall, constructed in 1956, is a modern residence housing 100 upperclassmen. It was made possible by gifts from the Christian Churches of West Virginia, New York, Pennsylvania, and Ohio.

A. McLean Hall, built in 1962, is a men's residence and Church Conference Center. The capital funds for it are being provided by contributions of the Christian Churches of West Virginia.

McEachern Hall, completed in 1963, is a men's residence and part of the Church Conference Center. The funds for it are being provided by Daniel V. McEachern and the Christian Churches of West Virginia.

Goodnight House and Woolery House are new 48 man houses built in 1967 on the hillside across from the Phillips Memorial Library. The houses are grouped in a wooded area with three other residence units.

Gateway Hall, located near the upper campus gates, is a residence for upperclass students.

Fraternity Houses. Six national fraternities for men maintain residences which provide housing and social facilities for their members.

Cochran Heating Plant which furnishes heat to buildings on the main campus was a gift of Mark M. Cochran in 1910.

Library

The T. W. Phillips Memorial Library contains over 106,000 volumes of selected books and periodicals. Supplementary services include microfilm files, microfilm readers, photocopier, recordings for work in speech and literature, a circulating art collection, and a music library of albums of recorded symphonies, concertos and operas.

The library receives 360 periodicals, and several metropolitan dailies and foreign language newspapers.

Through a program instituted by the Carnegie Library of Pittsburgh, the Carnegie-Mellon University, and the University of Pittsburgh, the facilities of these libraries and twelve cooperating colleges in Western Pennsylvania are available to students and faculty.

Several personal libraries and collections have been received by the College. The principal parts of the libraries of Alexander Campbell, Robert Richardson, Miss A. C. Pendleton, Archibald McLean, W. S. Priest, Levi Marshall, Miss Mary I. Nichols, R. H. Wynne, Cloyd Goodnight, M. M. Cochran, Mrs. Anna Ruth Bourne, Clarence A. Hanna, Miss Florence M. Hoagland, E. Lee Perry, Galen C. Hartman, Franklin T. Baker, Andrew Leitch, Forest H. Kirkpatrick, Miss Christine Burleson and W. P. Harmon are among these.

Valuable early literature of the Disciples of Christ has come from Samuel Lindsay, Rev. W. S. Good, Miss Ellen Thomas, Rev. Ben S. Ferrall, Almon B. Knowles, and others. Material related to the Disciples of Christ, together with papers and publications of historical importance to Bethany College, have been brought together in the Alexander Campbell Room located on the third floor of the library.

Twenty-one donors have established special funds for use in purchasing books for the collections.

Laboratories

Biology. The biology laboratories and seminar rooms, located in Oglebay Hall, provide instructional equipment for courses. Special laboratories and facilities are available for advanced students conducting independent studies.

Chemistry. Facilities for the Department of Chemistry occupy about half of the Robert Richardson Hall of Science. These include separate laboratories and stockrooms for general, analytical, organic and physical chemistry as well as for instrumental analysis including infrared and ultraviolet, spectral studies, independent study, radio-chemistry, shop work and glass working. There is available also a constant temperature room and a photographic dark room.

Adjacent to each faculty office is a private research laboratory and adjoining all offices is a departmental conference and seminar room. The chemistry library containing both journals and reference books, is housed in the science library on the first floor of the building.

Education. The Education Laboratory contains more than 1,000 of the latest editions of elementary and secondary school textbooks, teachers' manuals and workbooks, plus a variety of audio-visual materials and equipment for use by students and faculty.

Foreign Languages. The laboratories of the Department of Foreign Languages contain listen-respond-record equipment in thirty student booths, controlled by a master console capable of operating up to four different programs of tape and/or phonograph recordings simultaneously. Located at the entrance of Old Main, the laboratories are used in the audio-lingual approach to the learning of foreign languages employed at Bethany to develop the comprehensive and speaking competencies of students in the first- and second-year French, German, and Spanish courses and in the advanced conversations and methods courses. Native speakers are used to record the programs and to supervise the laboratory sessions.

Physics. The Physics Department is located on the first floor and in the basement of the Robert Richardson Hall of Science. There are laboratories for Physical Science and General Physics; special laboratories for advanced work in Optics, Electronics, Spectroscopy, and Nuclear Physics; an electron microscope room; a photographic darkroom with constant temperature facilities; and a machine shop.

Psychology. The laboratories of the Department of Psychology, located in Oglebay Hall, are equipped for work in experimental psychology, perception, mental measurements and some phases of applied psychology.

Studios and Workshops

Art. The Art Department has separate studios for drawing and painting, sculpture and ceramics. The ceramics studio is well equipped with electric kilns, wood kilns, potters wheels and spraying equipment. The sculpture studio is adapted for wood sculpture.

The Art Department exhibits one-man shows on the second floor of the Phillips Memorial Library and the gallery for student shows is available on the ground floor in Old Main and in the Steinman Center.

Drama. The Theatre Workshop is located in the Steinman Fine Arts Center. The workshop and the Little Theatre provide the facilities and opportunities for scenic work and dramatic productions. The stage and auditorium of Commencement Hall are available for major productions of the Department of Speech and Drama.

Music. The Music Department has, in the Steinman Center, teaching studios, studio-classrooms, a general rehearsal room for the larger choral and instrumental groups, and individual practice rooms. Use is also made of Commencement Hall for oratorio and opera productions. The organ which is used for teaching and practice is also located in Commencement Hall. Equipment includes grand pianos in the studios and the rehearsal room, practice console pianos in the other rooms, one two-manual harpsichord, a number of band and orchestral instruments, tape recording and photograph equipment, and a library of choral and instrumental music. Additional listening equipment is located in the Phillips Memorial Library.

COLLEGE RESOURCES

The gross assets of Bethany College at the end of the fiscal year June 30, 1970, totaled \$22,296,532. In the assets, Endowment Funds are listed at a book value of \$8,187,446 and College Plant and Equipment is listed at a cost value of \$12,082,586. Other assets include loan funds, agency funds and miscellaneous items.

The College recognizes, with appreciation, the gifts of funds which not only provide lasting memorials for individuals and families but also make possible the program of a private college of quality.

The expenses of the College are met only in part by payments of students. The balance is provided by income from endowment funds and by gifts. The private college depends upon the continued support of those who believe in its program.

Endowment Funds

The named endowment funds of the College include the following:

M. M. Cochran Endowment of President's Chair	\$100,000
M. M. Cochran General	500,000
M. M. Cochran Endowment of 1923	335,015

M. M. Cochran Special Trusts	836,384
T. W. Phillips, Sr., Chair of Old Testament	30,000
Sarah B. Cochran Chair of Philosophy	25,000
Moninger Memorial Bible Chair	24,980
George T. Oliver Chair of History	50,000
Pearl Mahaffey Chair of Modern Languages	1,860
R. A. Long Chair of Mathematics	50,000
T. W. Phillips, Jr.	59,277
Anna Louise Helwig	33,557
Men and Millions	66,150
George G. Cochran Family Fund	3,510
Robert MacDougald	9,210
E. M. Rine Trust (to date)	137,372
Wilson Beall Memorial	20,000
The Gans Fund for Research in Science	50,000
Miscellaneous General Endowments	415,152
The Ford Foundation	158,500
The Daniel F. Mullane Memorial	13,933
J. S. V. Allen	7,000
Osborne Booth Memorial	1,500
The Albert H. Hunt Memorial	36,069
David B. Steinman Memorial	25,000
Centennial Endowment Fund	43,939
Carl Clayton Endowment	21,100
C. Reid Miller	10,000
Arthur S. and Claire Holden	6,292
Dr. and Mrs. Francis W. Hibler	14,500
J. West Mitchell	1,914
Campbell Hagerman Watson Memorial	50,000
Argyle Campbell	35,806
B. R. Weimer	1,595

Library Funds

Michael L. Benedum	\$7,500
Thomas Bloch	1,000
Anna Ruth Bourne	12,749
Hamilton and Blanche Forman	1,000
Globe Refractories, Sidney Porter	1,250
Cloyd Goodnight	3,548
Irwin T. Green	1,235

Aleece C. Gresham	1,000
Delmar S. Harder	7,238
Galen Campbell Hartman	25,615
R. L. Ireland	1,290
Jessop Steel Company	1,000
Kresge Foundation	50,000
Halford Morlan	5,000
Daniel F. Mullane	1,000
H. C. Ogden	8,000
Kenneth Resseger	6,015
Weirton Steel Free Enterprise	2,500
Cyrus F. Yocum	2,615
G. S. Bennett	1,015

Scholarship Funds

Named Funds for Scholarship and Student Aid purposes include:
(See Section on Scholarships and Financial Aids).

Mary A. Morrison	\$1,000
Isaac Mills	1,000
G. A. Willett	4,000
Isaac Brown	750
Albert C. Israel	500
Jennie Irvin Hayes	5,000
Ida Mae Irvin	5,000
Herbert Moninger	2,455
Josiah Wilson	2,576
John H. and Ida H. King	18,292
Minnie W. Schafer	8,350
John T. Smith	17,417
William Kimbrough Pendleton	20,000
Z. T. Vinson	1,600
Florence M. Hoagland	5,915
E. Lee Perry	11,928
William H. Vodrey	28,314
Arthur C. Stifel	44,163
Campbell Allen Harlan	64,500
Perry and Aleece Gresham	24,333
Greensburg (Pennsylvania) Area	26,429
N. W. and Bessie Evans	5,000
Patrick A. and Elizabeth Berry	5,000
Forrest H. Kirkpatrick	16,901
Irene O. Darnall	3,275

Lotta A. Calkins	21,045
John E. Sugden, Jr.	2,000
Marion and Frank Dunn	3,925
Argyle Campbell	4,521
Ministerial Training	6,558
National Campbell	12,856
H. J. Morlan	5,000
Herbert and Marguerite Rech	4,000
A. Dale Fiers Trust	3,173
Meril and Marguerite May	2,957
Thomas R. Deming	1,000
Bethany College Club	1,000
Waymon and Dorothy Parsons	13,184
Earl and Jonsie Brink	3,000
Thomas J. Boyd	1,800
Florence Abercrombie	22,647
Robert Hileman Lee	50,299
E. E. Roberts	1,368
Charles C. Smith	5,050
Stuart King Tweedy Memorial	10,213
Elizabeth M. Shrontz	5,000
Reader's Digest Foundation	15,000
Ada P. Bennett	2,046
Bison Club	3,392
Elwood and Ethel Charnock	2,010
Jessie M. and Frank P. Fiess	1,000
Edwin K. Resseger, Jr.	1,785
Aleece C. Gresham	1,750
Fannie M. Bennett	2,070
Ben and Leona Brown	5,000
William G. and Carrie E. Bunyan	4,278
V. J. and Mary L. Hopkins	1,000
Flora Isenberg	42,500
Emma A. Lyon Memorial	2,320
Eli and Lee Rabb	11,373
West Virginia Emulation Endowment Trust	100,000
Sala Family Memorial	1,407
Nelson Evans Cook Trust	25,000
Arthur A. Wells, Jr.	22,900
Peter Tarr Heritage Endowment	2,162
Robert and Marie Tuck	1,630
Harriett Mortimer Toomey Music Endowment	1,638
Jean A. Boyd Scholarship	1,005

Award Funds

Chapman — History	2,000
Beta Beta Beta — Biology	1,554
Osborne Booth — Religion	1,500
Cammie Pendleton — English	300
F. O. Carfer — Outstanding Senior Men	1,331
J. S. V. Allen — Physics	868
E. E. Roberts — Journalism	1,000
W. E. Garrison — Philosophy	1,160

Student Life



Bethany believes that many of the values students derive from college come from the informal education of residence halls, athletic fields, theatre, and the full-range of co-curricular activities. The weekly schedule of a student usually involves sixteen hours of class and about twice as many hours of preparation. Actually, study practices vary with the student in accordance with abilities, use of time, courses, and motivation. The academic program is rigorous, and the student's time is his own. The varied campus program at Bethany provides those diversions which stimulate, augment and support the student's academic efforts.

One of the primary functions of a college is to encourage the early and full maturation of the student. This means the stimulation not merely of intellectual growth, but the development of social and moral maturity as well. The campus program supports the classroom by such indirect means as intellectual climate, social atmosphere, and custom. What a student experiences in his college life is, to a substantial extent, what he really learns.

Bethany believes in principle and has learned through experience that the capacity of young men and women for handling the obligations of freedom is enlarged when they are given as much liberty in all dimensions of their lives as is commensurate with the ordered life and effective purpose of the college.

Restraints and regulations will be less necessary as Bethany students accept major responsibility for their behavior. This enables them to exercise their freedom in the knowledge that where this

freedom is abused, disciplinary action will follow, generally in judgment by their peers. Allowing young people this much responsibility may not be the safest course. It has risks for both the individual and the institution, and appearance might be better served by prescribing more rules for the community. But Bethany believes that education and moral growth are served by acceptance of personal obligation for conduct.

STUDENT GOVERNMENT

Many examples of Bethany's faith in student responsibility have emerged in recent years in student government. The Student Board of Governors, with representatives from all residence units, has great latitude in running its own affairs. It manages a substantial budget and appropriates funds for many diverse student activities. Representatives are appointed to many faculty committees including those concerned with curriculum, cultural programs, schedule, athletics, religious life, international education, and library.

Grass-roots student government is most evident in the residence halls. These units form the primary political groups of the campus, and self-government begins with them. Fraternities and house associations accommodate all upperclassmen in small self-governed units with responsibility for conduct; cultural, athletic and social programming; and care of their facilities. Sororities, Morlan Hall and the Gateway associations provide much the same self-government for women, except that the Association of Women Students provides an additional vehicle for sharing with the College the responsibilities for women's residence halls.

The Freshman Council handles specific affairs pertaining to the first year class. Freshman Council members become voting members of the Student Board of Governors the second semester. It is hoped that the voice and effectiveness of this new organization will continue to expand.

Disciplinary problems are usually referred to one of the student judiciary organizations. House councils in each of the residence units serve the judicial function for problems that occur in the houses or residence halls. The Bethany College Student Court is the capstone of the student judiciary and serves as a court of appeals for other student judicial groups, as well as hearing cases referred to it by faculty and administrative officers. Only the President of the College can hear appeals of Student Court decisions.

RESIDENCE LIFE

Bethany recognizes the experience of group living as an important part of a college education. To that end the College operates living units that accommodate approximately 95% of its students. The Residence Hall Program provides that freshmen live together to provide maximum personalization through an on-going orientation program. In order to bring about such personalization the halls are staffed with Head Residents and Student Counselors. The staff provides for a greater awareness of student problems, concerns, and needs that arise during the adjustment to the college environment.

The living units of the upperclass students at Bethany constitute the primary social groups on campus, i.e., fraternities, sororities, and independent house associations. The upperclassmen's housing units are small, self-governed associations that accommodate an average of thirty students. The upperclass women are housed in larger, more traditional residence halls, but they are sub-divided to facilitate the procedures of the smaller associations. In all upperclass residences a vital and moving force is that of self-government. The fraternity or association is responsible for arranging cultural, recreational, intellectual, and social experiences for its members. Thus, the individuals within a house should feel a sense of self-determination and a greater sense of personal identity with his association and with his College.

The seven fraternities and five sororities at Bethany are nationally affiliated and constitute approximately sixty per cent of the student body. Like other organizations fraternities and sororities supplement student government and are primary political groups on campus. Interfraternity Council and Panhellenic Council, composed of representatives from each of the fraternities and sororities, act as the coordinating agencies in fraternal affairs and activities.

The fraternal organizations represented at Bethany are: Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Sigma Alpha Epsilon, Phi Kappa Tau, and Sigma Nu. The sororities represented are: Alpha Xi Delta, Kappa Delta, Pi Beta Phi, Phi Mu, and Zeta Tau Alpha.

RELIGIOUS PROGRAM

A wide variety of religious backgrounds is represented in the student body and faculty. While participation in religious concerns is entirely voluntary, there are substantial opportunities for religious exploration and participation on the campus.

Many of the students at Bethany College find in the Bethany Memorial Church an opportunity for expression of their religious faith.

The minister of the Bethany Memorial Church, who is also the College Chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of the Wheeling Diocese of the Roman Catholic Church provides a chaplain for Catholic students. He is available on a weekly schedule for counseling, in addition to the celebration of the mass each Sunday.

The Jewish Fellowship meets every other week in space provided by the Bethany Memorial Church for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the group and entertain Jewish students for the high holidays.

SOCIAL PROGRAM

Campus social life centers in the social groups: fraternities, sororities, and increasingly in the independent house associations. As on most co-educational campuses, much of the social life is casual and takes place whenever and wherever students relax and enjoy each other's company. A coffee date at the Barn, a line of bowling at Bethany House, or an evening of study together in a fraternity house lounge are all forms of the low-keyed society. Organized fraternity and sorority parties flourish on weekends. While most of these parties are held at the houses, many of the events are being scheduled off-campus.

Many top attractions are brought to campus by the Entertainment Committee of the Renner Union. Last year, for example, the students brought Lester Lanin and his orchestra and the Trinidad Tripoli Steel Band for Homecoming and The Drambuies, Crow and Mason Proffit, Your Father's Mustache, and Seals and Crofts for Spring Weekend. Other entertainment groups on campus last year

were: Chicago, Cha Na Na, Exuma, Bandanna, and Paul Butterfield and his orchestra. The budget for all events is provided by the Student Government fee.

ACTIVITIES AND ORGANIZATIONS

Cultural Activities

Faculty and students working together on the Cultural Activities Committee provide a wide variety of cultural events each academic year. A series of convocations on Environment, The Middle East, Latin America, and Violence and Sexuality in American Life stirred much discussion on campus last year. National authorities were brought in to lead discussions in each area. Also on last year's program and sponsored by the Student Government were: Ralph Nader, Dick Gregory, Ricardo San Chez, and Congressman Ken Hechler. George D. Kelsey and Maxwell H. Goldberg were Danforth Lecturers.

Musically the cultural program presented the Pittsburgh Symphonetta; the Pittsburgh Ballet Theatre; and Nina McGowan, violinist, and Oliver Manning, pianist and artist in residence. The Oratorio Choir gave its annual performance of Handel's Messiah.

In addition to the regular Friday and Saturday night film schedule, the Cultural Activities Committee provided foreign films, Kinetic Art Films, and the experimental film: Genesis II: Cinematic Explorations.

Theatre

Drama is an important co-curricular activity at Bethany. Nearly one-third of the senior class claims to have participated in some production while at Bethany. A great deal of experience is available to students in writing plays and producing plays. Often work is correlated with courses in play writing and production and in acting under the supervision of the Department of Theatre. However, non-theatre majors have every opportunity to participate.

Most of the productions at Bethany are staged in the new Wailes Theatre at Steinman Hall of Fine Arts. The Theatre is a fully equipped workshop. The Theatre seats 300 and most productions

have three or four performances. Last year productions included: "She Stoops to Conquer"; "Who's Afraid of Virginia Wolfe?"; "Tartuffe"; "Marat Sade"; "Oedipus Rex"; "The Gondoliers"; and "Antigone".

Students playing a certain number of major and minor roles or participating in the technical and business aspects of play production are eligible for membership in the National Drama Honorary, Alpha Psi Omega.

Athletics and Recreation

Intercollegiate athletics are considered an integral part of the Physical Education program, and are promoted to furnish those students who possess a high degree of skill in a variety of physical activities an opportunity to compete with students from other institutions with similar standards.

Intercollegiate sports at Bethany College include football, basketball, baseball, track, tennis, golf, cross country, wrestling, soccer and swimming. Membership is held in the Presidents' Athletic Conference, which includes the following schools: Allegheny, Thiel and Washington and Jefferson colleges in western Pennsylvania; Hiram College, Case-Western Reserve, and John Carroll universities in Ohio.

Healthful athletic recreation is provided for the entire student body by an intramural program which includes a complete schedule of sports. This program is supervised by the Director of Intramural Athletics, a member of the staff in the Department of Physical Education.

The Women's Recreation Association encourages the participation of all women in a program of physical education and recreation. Facilities are provided for basketball, volley ball, tennis, hockey, speedball, swimming, and archery. The W.R.A. is host to delegations from tri-state colleges several times during the college year.

In addition to organized athletics and recreation, there are many opportunities available for students who wish to pursue individual interests. The sixteen hundred acres of college lands provides a natural setting for hiking and nature study. Ski slopes and riding stables are available at nearby Oglebay. Local farmers are often willing to board horses. An eighteen hole golf course is located six miles from campus. In addition to the availability of field house and playing fields, the College provides bowling, billiards, tennis courts, and swimming facilities for recreational use.

Publications and Radio

College publications include a campus newspaper, *The Bethany Tower*; a yearbook, *The Bethanian*; an orientation guidebook, *The Student Handbook*; and a literary journal, *The Harbinger*. The publications and the campus radio station, WVBC-FM, are under the supervision of the Board of Communications. The Board is chaired by the student body president and includes the student editors and business managers of all publications and general manager and program director of the radio station, along with seven members of the faculty and administration. The Departments of English and Communications provide professional guidance.

Music

There is a wide choice of musical groups on campus in both vocal and instrumental fields. The **Concert Choir** with not more than 50 mixed voices presents concert performances on campus and goes on tour each spring. The repertoire consists primarily of serious, rather difficult works, sacred and secular, of all periods. There is opportunity within the choir for the formation of smaller ensembles to cultivate special types of repertoire, such as madrigals. The choir also cooperates with the Theatre Department in the production of one light opera each year.

The **Male Chorus** consists of 36 voices. The repertoire is varied with emphasis on serious works. When practicable there is a spring tour. The **Oratorio Chorus** presents the annual Christmas performance of Handel's "The Messiah."

The College's **Symphony Orchestra** is open to all who can qualify. Emphasis is on standard symphonic repertoire, developing reading ability, and professional ensemble playing. The **College Band** performs at most football games, many of the basketball games, and for special occasions throughout the year. Band members attend an instrumental seminar each fall before the opening of school. The **Brass Choir** appears in formal convocations and in concerts. It is open to qualified players by audition as vacancies occur. **Chamber Music** is provided by woodwind quintets, string quartets, and smaller ensembles that develop annually and are open to all who play orchestral instruments.

There is an opportunity for proficient orchestral musicians, especially string players, to play in the **Wheeling Symphony**, a fine orchestra with high standards of performance. To be admitted into the orchestra one must audition with the Symphony's director.

Departmental Clubs

Several active clubs and societies are sponsored by the various departments of the college. Membership is open to students whose interest in the field leads them to voluntary investigation and study. At club meetings students, faculty, and visiting lecturers have the opportunity to read papers and discuss developments in their field. The following clubs are now active on the campus: French Club, Sociology Club, Chemistry Club, German Club, Spanish Club, Economics Club, International Relations Club, Koinonia (Christian ministry), Physics and Math Club, and Psychology Society.

ACHIEVEMENT RECOGNITION

Bethany College undertakes to encourage superior achievement in scholarship and outstanding leadership in student affairs by public recognition at Commencement, on Honors Day and on other suitable occasions.

Graduation Honors

Students who have done academic work of unusual merit will be graduated with honors: Summa Cum Laude, Magna Cum Laude or Cum Laude. The awarding of honors is determined upon the basis of total quality points earned, standing in the Senior Comprehensive Examination, and the recommendation of the Student's Adviser.

Students who make an unusual record on the Senior Comprehensive Examination are listed at graduation as having "Passed With Distinction."

Class Honors

Junior and senior students of the College who complete the academic work of any one year with a scholarship index of 3.50 are recognized for "First Honors" for the year. Those who complete the academic work of any year with a scholarship index of 3.25 are recognized for "Second Honors" for the year. Freshman and Sophomore students of the College who complete the academic work of any one year with a scholarship index of 3.25 are recognized for "First Honors" for the year. Those who complete the academic work of any one year with a point average of 3.00 are recognized for "Second Honors" for the year.

Semester Honors List

At the end of each semester, a list of students who have rated high in academic attainment as attested by scholarship index are designated as "Students Distinguished in Scholarship." Often called The Dean's List, this distinction is determined by the Honors Committee.

Senior Fellowships

Certain members of the junior class may be designated as Senior Fellows for the following year. The selection is made from students who have attained unusual excellence in their Field of Concentration and who, by character and ability, can do special work in a department as an assistant in instruction or research. No more than ten senior fellowships are awarded in any one year. The selection of Senior Fellows is made by the Honors Committee from the nominations of the department chairmen.

Awards

The **Oreon E. Scott Award** is made each year to the graduating senior who has achieved the highest academic record over the four-year period. The donor of this award was a long-time Bethany trustee and a graduate of the Class of 1892.

The **Anna Ruth Bourne Award** is planned to stimulate scholarship among the women's social groups. This is a silver cup, provided by an anonymous donor, awarded to the active and bona fide women's social group whose active membership earned the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

The **W. Kirk Woolery Award** is offered to encourage scholarship among the men's social groups. This is a silver cup, donated by firends of the late Dr. Woolery who was Dean and Provost of the college. This cup is held by the active and bona fide men's social group whose active membership earned the highest scholarship standing during the preceding semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

The **Outstanding Junior Woman Award** is provided by the Pittsburgh Bethany College Club, comprising the college alumnae of Pittsburgh. This award is based on qualities of leadership, character,

conduct, and scholarship. The club has placed a suitable plaque in Phillips Hall on which the names of the winners are engraved. In addition, an individual gift is made each year to the person designated.

The Vira I. Heinz Award is granted each year to the Junior woman who has distinguished herself by leadership, character, conduct and scholarship and whose proposal for foreign travel will most significantly supplement her educational objectives. This award of \$1,500 for summer travel is provided by the Vira I. Heinz Fund of Pittsburgh, Pa. Mrs. Heinz received the honorary Doctor of Religious Education degree in 1969.

The W. F. Kennedy Prize is given each year to the outstanding young man in the junior class. This award, established by W. F. Kennedy of Wheeling, West Virginia, is awarded on the basis of his contribution to the college community life through leadership in activities, personal character, and scholarship.

The Freshman Writing Award is open to all Bethany freshmen and is judged on the merit of three types of writing: the essay, the short story, and poetry. The judging of the contest is under the direction of the Department of English.

The Pearl Mahaffey Prize is awarded each year to the outstanding senior major in languages, and was established by Mrs. Walter M. Haushalter '07 and other friends of Bethany's Emeritus Professor of Foreign Languages. Miss Mahaffey began her career at Bethany College as a teacher in 1908, and currently is a Trustee of the College.

The Shirley Morris Memorial Award, established by Theta chapter of Zeta Tau Alpha, in memory of Shirley Morris, a loyal member and past president of the chapter, is given annually to the outstanding student in the field of modern languages. Selection is made by the Modern Language Department of Bethany College.

The Beta Beta Beta Award, established by an anonymous donor, is an annual award made to the senior student majoring in Biology who has attained the highest academic rank in this field of concentration.

The Florence Hoagland Memorial Award, given by a graduate of the Class of 1944, is presented each year to the outstanding English concentrator in the graduating class. The award honors the memory of the late Miss Hoagland, who was for many years Professor of English at Bethany.

The Cammie Pendleton Awards, named in honor of Miss A. Campbellina Pendleton, Professor of Language and Literature of Bethany from 1884 to 1909, are presented annually to the outstanding junior and sophomore concentrating in English. The awards are given by Dwight B. MacCormack, Jr., of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

The Christine Burleson Memorial Award in English, given by a graduate of the class of 1936, is presented each year to the senior English concentrator who has attained the second highest rank in English. The award honors the memory of the late Miss Burleson, who was Professor of English and Dean of Women from 1932 to 1936.

The E. E. Roberts Distinguished Prize in Campus Journalism is awarded annually to an outstanding student who excels in work on a student publication, academic work in the Department of Journalism, or both.

The Garrison Prize is presented in recognition of outstanding achievement in one or more areas of philosophy. The award honors the memory of the late Dr. Winfred E. Garrison, graduate of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the area of higher education, history, and philosophy.

J. S. V. Allen Memorial—A fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding student of Physics at Bethany College.

Frank Alfred Chapman Memorial—A fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding student of History at Bethany College. Preference is given to students of American History and the Ohio Valley.

The Osborne Booth Prize In Religion is given each year to the student who excels in studies in the field of religion. The late Osborne Booth was T. W. Phillips Professor of Old Testament when he retired in 1964 after thirty-five years of teaching at Bethany.

The Francis O. Carfer Prize is given each year to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College during his undergraduate years. Mr. Carfer, a Trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishment and characteristics of loyalty, service, and devotion to Bethany College.

Senior Award in Chemistry. This award, by anonymous donor, is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in his major field, including the record made on the Senior Comprehensive Examination.

The Psychology Society Award is presented annually to the senior majoring in psychology who has maintained the highest academic average in his studies in the department.

Honor Societies

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

Gamma Sigma Kappa is the honorary scholastic fraternity founded at Bethany College in 1932. Students maintaining a scholarship index of 3.25 for four consecutive semesters, provided that in no semester their scholarship index falls below an average of 3.00, are, upon recommendation by the faculty Honors Committee, eligible for membership.

Bethany Kalon is an honor society established in 1948 to give recognition to students who have demonstrated competent and unselfish leadership in student activities, have been constructive citizens of the college community, and have high character. It is open only to juniors and seniors. Selection is made by the members of the society with the advice and approval of the Honors Committee.

The West Virginia Delta Chapter of Pi Gamma Mu is an honorary social studies fraternity. Students maintaining a high scholarship index in 20 semester hours of social studies are eligible for membership.

Alpha Phi Chapter of Beta Beta Beta is an honorary society for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation in the life sciences.

Gamma Upsilon Chapter of Lambda Iota Tau. Lambda Iota Tau is an international honor society whose purpose is to encourage and reward scholastic excellence in the study of literature. Membership is limited to students enrolled in at least their fifth college semester who are in the upper thirty-five per cent of their class in cumulative grade-point average, who have completed a minimum of twelve semester hours of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have pre-

sented a scholarly, critical, or creative paper which has been accepted by the chapter. Lambda Iota Tau is a member of the Association of College Honor Societies.

Tau Chapter of Omicron Delta Epsilon, National Honor Society in Economics, was established at Bethany College in 1960. Membership is limited to students of at least Junior standing, who have completed 12 or more semester hours of courses in Economics with an average of B plus or higher, and whose grade average in all courses is at least B.

Beta Gamma of Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing a certain number of major and minor roles in the plays presented on campus. Provision is also made for crediting other kinds of dramatic work on the technical and business side of play production as equivalent to major and minor roles.

Mu Epsilon Chapter of Phi Alpha Theta was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 hours of history with an average of B plus or higher, with at least a B average in two-thirds of all other studies. Members must also rank in the upper 35% of their classes.

The Bethany Chapter of Pi Delta Epsilon, a national recognition society in journalism, was first formed on the Bethany campus in 1947, and reactivated in 1967. The purpose of the society is to elevate the cause of journalism, to foster the mutual welfare of student publications, and to reward the journalist for his efforts, service, and accomplishments by admission to its membership.

HEALTH SERVICE

The college recognizes its responsibility for the physical well-being of its students and undertakes to provide adequate facilities and procedures to safeguard their health. Attention is given to the prevention of illness or accidents as well as to treatment and cure.

The College Infirmary

The College Infirmary, in charge of the College Nurse and her assistants, is open while the College is in session. It includes the physician's office, dispensary, treatment rooms, medicine room, and wards for men and women.

The College Physician is in the infirmary each day for consultation, examination, and treatment without charge.

DISPENSARY

Each student is expected to report any illness to the college dispensary. The Head of Residence in any college facility should be advised at once if a student is ill and unable to report to the dispensary. Students may not make requests for nursing services outside the infirmary. In the event of contagious or infectious disease, students will be expected to observe all regulations which may be prescribed by the college officers or public health officials.

Arrangements can be made for vaccinations, cold serums and special treatments at the college dispensary. No extensive medical or surgical procedures are carried out at the infirmary, but all minor ailments will be cared for, and some medicines will be supplied.

EXAMINATION AND TREATMENT

All students registering for the first time at Bethany are advised to send a record of a recent and thorough physical examination by their family physician. Those who have not done so will be examined by the College Physician and may be required to follow his recommendations.

When medical care is needed outside the infirmary, advisory assistance in securing outside services will be given but the expense of such treatment must be paid by the student.

Students are free to employ either the College Physician or a physician of their own choice in any case of illness. Physicians in all major specialties are available in Wellsburg or Wheeling.

INFIRMARY CARE

In case of need, each student is entitled to three days per semester of resident care in the infirmary with no additional charge. The cost of this service is covered by a portion of the General Fee. For periods in excess of this time, a charge of \$4.00 per day is made. Students not boarding in college dining halls will be charged \$4.00 per day for board during the period of hospitalization, beginning with the first day of admission to the Infirmary.

Student Health Insurance

The Student Health Service is not designed to cover accidents or serious illness requiring special medicine or surgical treatment or hospitalization. The College therefore makes available to its students and their parents medical, surgical and hospitalization insurance to afford reasonable protection for those cases which exceed the bene-

fits and services extended by the College Infirmary. The cost is \$15.00 per semester, and will be included in the College invoice, unless the appropriate waiver is forwarded to the Business Office as specified.

ADVISING AND COUNSELING

The advising and counseling of students are important segments of the educational program at Bethany College. The programs are designed to provide resources which will help each student with academic, personal, spiritual, social, and vocational problems from the time he is granted admission to Bethany until graduation.

Bethany College recognizes the need to provide its entering students an introduction to their work in new surroundings, and requires freshmen to come to the campus several days before the formal registration of other students. Orientation and evaluation days are planned not only to introduce the students to the College, but also to introduce the college to the students.

From the beginning of his college career each student is assigned a selected Faculty Advisor who provides him with guidance through the first two years or until he chooses a major field of study. When he makes the choice of a major field of study, the student is assigned to a Faculty Advisor in the department in which he has chosen to concentrate. A Faculty Advisor helps the student plan an academic program consistent with the aims and obligations of a liberal arts education, and a program which is in keeping with the student's abilities, aptitudes, and aspirations.

The chief officer in charge of student advising and counseling, student welfare, and coordination of all student personnel administration is the Dean of Students. Members of his staff are available for help in career guidance, social adjustment, financial problems, plans for graduate or professional study, or personal analysis.

Faculty Advisors

FOR FRESHMEN

Mr. Allen, Mr. Applin, Mr. Becker, Mrs. Carty, Mrs. Cayard, Mr. Cunningham, Mr. Daeley, Mr. DeVaul, Mr. Frye, Mr. Garvin, Mr. Graham, Mr. Grimes, Mr. Halt, Mrs. Hanna, Mr. Hauptfuehrer, Mr. Judy, Mr. Kenney, Mr. Lester, Miss Mathison, Mr. Mitch, Mr. O'Leary, Mr. Peirce, Miss Reed, Mr. Stebbins, Mr. Taylor, Mr. Thurston, Mr. Ward.

FOR FIELDS OF CONCENTRATION (Senior Advisors)

Art	Mr. Kornowski
Biology	Mr. Larson
Chemistry	Mr. Draper
Communications	Mr. Carty
Economics	Mr. Halt
Education	Mr. Spence
English	Miss McGuffie
Fine Arts	Mr. Hauptfuehrer
Foreign Languages	Mr. McKenzie
History and Political Science	Mr. Young
Mathematics	Mr. Tye
Music	Mr. Hauptfuehrer
Philosophy	Mr. Myers
Physical Education	Mr. Goin
Physics	Mr. Croston
Psychology	Mr. Peirce
Religion and Religious Education	Mr. Kenney
Sociology and Anthropology	Mr. Garrison
Theatre	Mr. Drinnon

FOR CAREER INTERESTS

Dentistry	Mr. Draper
Engineering	Mr. Croston
Law	Mr. Young
Medicine	Mr. Draper, Mr. Larson
Ministry	Mr. Kenney
Nursing	Mr. Draper
Radio	Mr. Garvin
Drama	Mr. Drinnon
Recreational Leadership	Mr. Goin
Social Work	Mr. Garrison
Teaching	Mr. Spence
Veterinary Medicine	Mr. Larson

FOR SPECIAL SERVICES

Undergraduate Scholarships	Mr. Sandercox
Foreign Students	Mr. Lozier
Gans Fund Grants	Mr. Wei
Graduate Fellowships and Scholarships	Mr. Myers
Ministerial Training Awards	Mr. Sandercox
Selective Service	Mr. Frye, Mr. Kurey
Social and Recreational Activities	Miss Nicholson
Vocational Information and Guidance	Mr. Cunningham

Vocational Guidance

In Modern Society practically every individual must make some plans for a vocation. Bethany College believes that a liberal education provides men and women with the most adequate preparation to meet the demands of our ever-changing society. Against a broad, carefully planned, liberal arts background, Bethany College students can select specialized courses or fields of concentration which will prepare them for admission to graduate and professional schools, or for entrance into the world of business.

Placement

Bethany College offers the opportunity of employment to a limited number of students. Students are not encouraged to seek work while at school unless their financial need so requires. Most of the positions available are limited to those students receiving a Bethany College Work Commitment as a portion of their financial aid package.

The Office of the Dean of Students serves as a center of information for summer employment. Applications and various folders from a variety of areas are made available to students upon request.

The vocational guidance and subsequent placement of the graduating senior is an important final step for those entering our society. The College entertains a number of company and school system representatives seeking qualified applicants. The College assists in the scheduling of primary contacts between graduating seniors and personnel officers within a particular area of interest. The College also assists graduates in placement through the national G. R. A. D. system. Graduates desiring information should contact either the Dean of Students or the Alumni Director of Bethany College.

STUDENT REGULATIONS

The College expects all students to be responsible citizens. The regulations of the College are for the protection of the rights of all members of the College community. Students who do not accept the necessity of responsible action or are antagonistic toward the spirit and purposes of the College may be dismissed or requested to leave at any time. In the administration of regulations and policies, the College will be guided in the treatment of individual cases by the general attitude of the student: whether or not he has proved himself a creditable member of the College Community, as shown by regularity in attendance at classes, promptness in the fulfillment

of obligations, earnestness in endeavor to profit by the college opportunities and an evident awareness and practice of high standards of social and moral conduct.

A complete description of the regulations of Bethany College on such matters as Class Attendance, Housing, Telephones, Dining Rooms, Health Services, Motor Vehicles, Use of Alcoholic Beverages, Eligibility Requirements and other areas of student life are contained in the Student Handbook.

Since the **Student Handbook** is usually distributed just prior to registration, applicants for admission might want to know the following in advance:

1. With the exception of commuters all students are required to live in College residences or fraternity houses unless excused by the Dean of Students.
2. All resident students are required to board in college dining halls unless excused by the Dean of Students. No refunds are granted for meals missed.
3. Freshmen are not permitted to bring automobiles to Bethany.
4. All new students are required to send a record of a recent and thorough physical examination by their family physician. All illness must be reported to the Infirmary.

Applicants who have questions about the regulations are invited to write to the Dean of Students for specific information.

Admission to the College



Bethany welcomes applications for admission from all those who consider themselves qualified and are sincere in their desire to enter the College. Admission is based on a careful review of *all the credentials presented* on behalf of the candidate and is on a competitive basis. The Committee on Admission accepts those it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission.

ADMISSION PROCEDURE

Application for admission to the freshman class should be made to the Director of Admission, Bethany College, Bethany, West Virginia. A candidate should file his application as early as possible in the year in which he seeks admission, preferably before the completion of the first half of his final preparatory year. Decisions of the Committee on Admission are mailed beginning in October. Upon acceptance for admission, applicants are expected to make a non-refundable registration deposit of one hundred dollars within the period stipulated in the letter of admission.

Credentials for Admission

PROGRAM OF SECONDARY SCHOOL STUDIES

A candidate for admission is expected to complete a secondary school course which gives preparation for the work of a liberal arts college. Fifteen units of academic (college preparatory) work must be presented. Although the College does not prescribe how these

subjects shall be distributed, it expects a minimum of four years of English with the usual sequences in mathematics, science, foreign languages and social studies.

Applicants from public high schools must be in the upper half of their graduating classes. Candidates from private schools and other specialized schools should have college certifying grades in all subjects.

EXAMINATIONS

The College requires that all applicants take the Scholastic Aptitude Test of the College Entrance Examination Board. The test is given several times during the year at many centers throughout the world. Bethany will accept the scores from the examinations at any of the testing dates, but prefers the December or January administration of the test. Application forms for the test are usually available at secondary schools, but they may also be secured by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey.

Although not required for admission, all *accepted* applicants must present scores on three Achievement Tests (the English Composition Test and two others of the applicant's choice) for placement purposes. It is suggested that they be taken in the late spring of the senior year of secondary school.

INTERVIEW

Since Bethany is a small college and its members share a common life, the character and personal qualifications of students are of great importance. Every candidate should, therefore, have an interview if possible. Applicants who live near enough to Bethany to make the round trip in one day should arrange for an interview at the College. The admission office will gladly assist in travel arrangements including airport connections and accommodation reservations.

The following visiting hours are maintained by the admission office:

9:00-12:00 A.M.	1:00-4:00 P.M.
Monday through Saturday	Monday through Friday

Applicants living at a greater distance would profit greatly from an interview on the campus. However, if a trip to the College is not possible, an interview with an Admission officer when he is travelling in the applicant's vicinity may often be arranged.

REFERENCES

Three references from persons who know the applicant well are required. The Admission Office will write directly to the persons the applicant gives as references on his application blank.

HEALTH REQUIREMENTS

After the candidate's admission the parents and family physician will be asked to provide a medical history adequate for the understanding of any problems which arise. Each candidate must also provide evidence of having had a successful smallpox vaccination within a three year period prior to entrance.

EARLY DECISION PLAN

The Committee on Admission is willing to give consideration for early decision to any student whose first choice of colleges is Bethany. A candidate interested in applying for an early decision should submit all credentials during the summer following the junior year. *In addition, the candidate must write a letter to the Director of Admission requesting an early decision on the basis that Bethany is the applicant's first choice.* Applicants under the early decision plan are notified of the action of the Committee on Admission during October and November of their senior year in secondary school. Applicants for early decision who are not accepted may be reconsidered in the spring on the usual admission program.

ADVANCED PLACEMENT

Entering freshmen who pass the Advanced Placement Tests, given in May by the College Entrance Examination Board, are admitted with advanced standing. Information about these tests can be obtained from the College Entrance Examination Board.

Programs of advanced placement other than that of the College Entrance Examination Board may be used when evaluated by the Bethany College faculty.

Any student who feels he is sufficiently well grounded in the subject matter of any of the prescribed courses for a baccalaureate degree or in any course in another area may make application to the Director of Testing to take an achievement test. The application should state the achievement test which the student desires to take on the basis of his preparation for the specific test. If the results of this test indicate sufficient mastery of the subject the prescription may be waived. Passing the achievement test will not

necessarily give credit in hours toward a degree. If there is evidence of a high degree of mastery of the subject matter in the area the student may receive academic credit toward a degree.

ADVANCED STANDING BY TRANSFER

A limited number of students from other approved colleges may be admitted by action of the Committee on Admission. *All applications for admission from students for advanced standing must be accompanied by official certificates stating the nature and extent of college courses attempted or completed, and all disciplinary and academic items that belong to such a record.* Academic work ranked below "average" (grade C) will not be accepted, except for Junior College graduates. Junior College graduates are granted junior standing upon admission and their full junior college record is incorporated into their Bethany College permanent record.

Some academic credit may be allowed for training courses and educational experiences in the Armed Forces according to the general pattern recommended by "A Guide to the Evaluation of Educational Experiences in the Armed Services" issued by the American Council on Education, provided such courses or experiences are appropriately related to a college of liberal arts and sciences.

A student transferring to Bethany cannot be granted a degree unless he has been in attendance at the College at least a full year.

UNCLASSIFIED STUDENTS

A very limited number of mature students who are not candidates for a degree may be admitted to the College as "unclassified students." Approval for such enrollment will be given only if the applicant can satisfy the Committee on Admission that he can pursue the courses with profit, that he has a serious purpose in mind, and that he can meet the general requirements as to health, character and mental ability.

DISCIPLINE

The College may dismiss or suspend a student at any time when, at the sole discretion of the College, the best interests of the College or the student will be served thereby. Attendance at Bethany College shall be conclusive evidence of each student's acceptance of this principle.

Expenses and Financial Assistance



Bethany College is a non-profit institution. Tuition, fees and other general charges paid by the student cover less than three-fourths of the College's instructional and operating expenses. The balance needed to meet the instructional and general expenses of the College comes from income from endowment funds, and from gifts and contributions from alumni and friends of the College.

The College will continue to keep the cost of the student as low as possible consistent with the maintenance of adequate facilities and competent instruction.

COMPREHENSIVE CHARGES

Bethany College believes that a residential experience is an important part of its educational program. Therefore, all students are expected to live and dine on campus and are charged accordingly unless specifically exempted by the Dean of Students.

Comprehensive charges for a year at Bethany College are approximately \$3,265. This can be broken down in the following ways:

Tuition and fees	\$2,000
Room	455
Board	625
Student Board of Governors	65
Bethany House-Benedum Commons	50
Health Insurance	30
Linen	40

While a general charge is stated for Tuition and Fees, this may be divided into \$1500.00 for tuition and \$500.00 covering activities and services as follows: Athletics, Health Service, Library, Lectures, Plays, Concerts, Publication, Student Activities and Laboratory services with the exception of Music and Art.

The Bethany House-Benedum Commons Fee is charged to all registered students and is intended to cover the operation and maintenance costs of the Student Union.

No reduction is made in student accounts for course changes made after the first two weeks of the semester. The College is required to collect West Virginia Sales Tax of 3% on published charges for room, board, linen and parking permits. The College reserves the right to change the price for room and board without advance notice.

WITHDRAWALS AND REFUNDS

Bethany College has many expenses of a continuing nature. In order to maintain services for the entire year, it is essential that income from fees be assured. Therefore, after registration there shall be no refund of room charges or fees.

A student voluntarily withdrawing or withdrawing because of illness during the course of the semester will be charged 10% of tuition charges for each week of attendance or part thereof. There will be no refund of tuition after the tenth week of attendance. There will be no refund in the event that a student is dismissed or asked to withdraw during the course of the semester.

Board refund, which will be prorated, will be based on food cost only as operations of the dining room are continuing costs. Special fees are not refundable.

A student wishing to withdraw from the College must file written notice with the Dean of Students to qualify for refund of deposit and adjustment of other charges.

Admission and Registration Fees

APPLICATION FOR ADMISSION

All applications for admission should be made to the Admission office on forms supplied by the College. A non-refundable \$10.00 fee is required at the time formal application is presented.

APPLICATION FOR READMISSION

Students who have been previously enrolled in Bethany College who wish to return for additional college work must file an Application for Readmission with the Admission office. A \$5.00 fee is required at the time such application is presented.

REGISTRATION DEPOSIT

Upon acceptance for admission or readmission, a non-refundable registration deposit of \$100.00 is required of all students in accordance with instructions provided in the acceptance letter.

This deposit will be refunded following graduation.

Students not being graduated may have the deposit refunded after the last term of their attendance if written notice is given to the Business Office *prior to the advance enrollment date for the next regular term*. Such students may be readmitted by approval of the Dean of Students and the Business Manager.

MATRICULATION FEE

This fee of \$20.00 is payable once by every new student. It covers, in part, the cost of orientation and evaluation procedures for new students.

MISCELLANEOUS FEES

These fees are applicable for the specific course listed. They are charged only to students enrolled in such courses.

MUSIC FEES

Private Lessons, one lesson a week	\$ 65.00 per semester
Private Lessons, two lessons a week	\$115.00 per semester
Instrument Rental	\$ 9.00 per semester
Organ Practice, one hour each day	\$ 33.00 per semester
Piano Practice, one hour each day	\$ 9.00 per semester
Voice Practice, one or two hours	\$ 9.00 per semester

ART FEES

Art 304	\$ 20.00
Art 404	\$ 20.00
Art 301	\$ 10.00
Art 401	\$ 10.00
Art 242	\$ 10.00
Art 305	\$ 10.00
Art 481	\$ 15.00
Art 482	\$ 15.00

OTHER SPECIAL FEES

Application Fee for all new students	\$ 10.00
(This fee must be paid before any action is taken on application for admission)	
Application Fee for all former students	\$ 5.00
(This fee must be paid before any action is taken on application for readmission)	
Registration Deposit (see page 54)	\$100.00
Auditing a course, per semester hour	\$ 50.00
(A student is not charged if he is paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours)	
Comprehensive Examination	\$ 25.00
(For students not in residence or for special examination)	
Each academic hour when less than thirteen ..	\$77.00 per semester
Each academic hour in excess of eighteen	\$55.00 per semester
Each change in registration after registration day	\$ 2.00
Graduation Fee	\$ 20.00
Guidance and advisory service (pre-college)	\$10.00 to \$ 25.00
Infirmary charge per day	\$ 4.00
(After first three days each semester)	
Late registration (per day)	\$ 3.00
Matriculation and Orientation Fee	\$ 20.00
Special Examinations in any department	\$ 10.00
Special placement or achievement test in any department ..	\$ 5.00
Transcript fee for transcript or copy of academic record (After first issue)	\$ 1.50
Lock Deposit for Physical Education Courses	\$ 5.00
(Refunded if the lock or key is returned to Physical Education Department)	
Key Deposit for Dormitories	\$ 5.00
(Refunded if returned)	

BREAKAGE AND GUARANTEE DEPOSITS

These deposits are made to cover actual costs of special services materials.

Biology 343\$ 5.00 per semester

Chemistry and Physics breakage and guarantee deposits are covered by a \$5 breakage card purchased by each student each semes-

ter for each laboratory course in which he is enrolled. In the event the breakage is in excess of \$5 per course per semester, an additional \$5 breakage card must be purchased. Unused portions will be refunded at the end of each academic year.

PAYMENT OF STUDENT ACCOUNTS

At the time of registration an invoice is prepared for each student, listing all charges due the College for the following semester. Payments are due in accordance with the following:

First Semester

By August 15 a payment of\$1000
Balance on account due October 15.

Second Semester

By January 15 a payment of\$1000
Balance on account due March 15.

Scholarships and awards may not be used as credit against the August or January requirement; however, completed loan agreements may be. All special student accounts for which total semester charges are \$1000 or less are payable in full at registration.

Students will not be permitted to register if the initial payment requirements for each semester are not met, and they may be denied College privileges if subsequent payments are not completed as scheduled. *These requirements are in addition to the registration deposit.*

Checks or drafts should be written payable to Bethany College.

An account service fee of 2% per month will be charged on balances outstanding on all student accounts as of October 15 for the first semester and March 15 for the second semester. This fee will be entered on all accounts the day following the above dates and at 30-day intervals thereafter for a period not to exceed 90 days.

Students may not take final examinations, receive academic credit or obtain transcripts until satisfactory arrangements are made to cover financial obligations.

Student Drawing Account

The Business Office provides a limited banking service whereby students may deposit funds and draw on them as required. Students or their parents may make deposits to the Student Drawing Account.

The only charge for this service is at the established rate of exchange for handling checks. Its use is recommended. This avoids the

necessity of the student's keeping on hand any substantial amount of money.

All checks must be made payable to the Bethany College Student Drawing Account.

Monthly Payment Plans

The College has made arrangements with the Insured Tuition Payment Plan, and Education Funds, Inc., whereby student accounts may be paid on a monthly basis during the year. Arrangements to use any of these plans should be made prior to the registration period. Information concerning these may be obtained by writing to the Business Office, and contract forms may be obtained by writing the Insured Tuition Payment Plan, 38 Newbury Street, Boston, Massachusetts 02116; Education Funds, Inc., 10 Dorrance Street, Providence, Rhode Island 02903. Contracts are to be completed by the parent or guardian of the student by direct negotiation with the payment plan offices indicated.

STUDENT FINANCIAL AID

The College provides limited financial assistance to promising and deserving students through scholarships and loans to the extent that designated funds permit. There are also limited opportunities for student employment.

Candidates for admission to the freshman class who wish to apply for any form of financial aid *must* submit the *Parents' Confidential Statement* to the College Scholarship Service, Box 176, Princeton, New Jersey *prior to February 1st* for evaluation and submission to our Admission Office. No special examinations are required of financial aid applicants but candidates for scholarships must take the College Board Scholastic Aptitude Test not later than December of the applicant's senior year, since no applicant will be considered for assistance until accepted for admission. College Scholarship Service forms will be available in secondary schools on October 1, 1969.

Financial aid cannot be given to all who apply, but students of ability who need assistance are encouraged to apply. So many students with genuine need and without other resources ask for help from the College that those who can obtain help from friends or relatives should do so. The Committee makes awards on the basis of academic accomplishment, constructive citizenship, and financial

need. Major awards include all types of financial aid: scholarship, grant, loan and employment. Except for employment awards are credited against college charges.

Each year Bethany College awards scholarship assistance to selected students from other countries. The awards are based on need as well as scholarship with an attempt to bring to the Bethany Campus students from as many cultural areas as possible. As part of their award, these students are expected to help infuse an awareness of their culture into the Bethany community.

Qualifications for Scholarships

Bethany College recognizes promise and intellectual attainment by awarding a number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis, but they are subject to review and continuation or cancellation at the end of each year. They are continued from year to year only if the recipient has met the following conditions:

1. A satisfactory scholarship index.
2. Satisfactory conduct as a student.
3. Worthwhile contributions to the college program.
4. Constructive citizenship in the college community.
5. Payment of student accounts as scheduled.

Scholarship Funds

The College recognizes, with appreciation, the gifts of specially designated funds which not only provide lasting memorials for individuals and families, but also make possible scholarship grants to undergraduates who otherwise would find it difficult to enter or remain in college.

The following scholarships have been specially designated by friends of the College and are part of the total resources available for financial aid to students:

Florence Abercrombie Scholarship Fund—A fund of \$22,647.00 established by Florence Abercrombie, the income from which is to be used to provide scholarships for worthy students preparing for full-time Christian Service.

Ada P. Bennett Memorial—Ministerial Training Endowment Fund of \$2,046 established by Mr. O. E. Bennett, family and friends, the income from which is awarded to a student preparing for a church-related vocation.

The Fannie M. Bennett Endowed National Campbell Scholarship provides financial assistance for students from Disciples of Christ background.

Patrick A. and Elizabeth Berry Scholarship Fund—A fund of \$5,000 established by Miss Sara Cameron, the income from which is to be used to assist students of ability and need, from the Counties of Holmes and Knox in the State of Ohio, whenever possible.

The Jean A. Boyd Scholarship Endowment was established by bequest from the donor for unrestricted scholarship assistance.

Thomas J. Boyd—A fund of \$1,800, the income from which is to assist worthy and eligible students as designated by the Committee on Scholarships and Financial Aids.

Mr. and Mrs. Earl B. Brink Scholarship—A fund of \$3,000 the income from which is to assist worthy and eligible students as designated by the Committee on Scholarships and Financial Aids.

The Ben and Leona Brown Scholarship Endowment provides financial assistance for students at Bethany College with first choice being given to those from a background of a Christian Church.

Isaac Brown Scholarship—This scholarship provides \$30 per year to apply on tuition.

The William G. and Carrie E. Bunyan Student Aid Endowment provides loan assistance to students at Bethany College under the general supervision of the faculty committee on student aid.

Lotta A. Calkins Scholarship—A fund of \$21,045 established by Lotta A. Calkins, the income from which is to be used to assist needy and worthy students who are preparing for full time Christian service in ministry and missions.

Argyle Campbell Memorial—A fund of \$4,521 contributed by the family and friends of Mr. Campbell to the Scholarship Endowment of Bethany College.

Elwood C. and Ethel M. Charnock Scholarship—An endowment fund to assist students in Bethany College at and above the sophomore level.

The Class of 1969 Scholarship Endowment will provide scholarship grants beginning with the 1984-85 college year. First preference will be given to descendants of the class of 1969.

M. M. Cochran Scholarship—These Scholarships cover a part of the tuition charge.

The Nelson Evans Cook Endowed Scholarship memorializes an outstanding metallurgist and provides scholarship assistance for students of chemistry.

Irene O. Darnall Scholarship—A fund of \$3,275 established by Irene O. Darnall, the income from which is to be used to assist needy and worthy students of Bethany College.

Marion and Frank Dunn Scholarship—A fund of \$3,925 the income from which is to assist worthy and eligible students designated by the Committee on Scholarships and Financial Aids.

Newton W. and Bessie Evans Scholarship Fund—A fund of \$5,000 established by Mr. Newton W. Evans, the income from which is to be used to assist worthy students in furthering their education at Bethany College.

A. Dale Fiers Ministerial Athletic Scholarship—An annual award of \$100.00 to recognize and encourage the scholastic and athletic skill of an outstanding upperclassman preparing for the Christian ministry.

Jessie M. and Frank P. Fiess Endowed National Campbell Scholarship—Functioning under the general eligibility rules of the National Campbell awards, the Fiess scholarship is designed to assist students of Christian Church background who are preparing for lay professions.

Greensburg Area Scholarship Fund—A fund of \$26,429 established anonymously in 1953, the income from which is to be used to assist students of ability and need, from the Greensburg, Pennsylvania, area to attend Bethany College.

The Aleece C. Gresham Scholarship Endowment offers scholarship assistance to outstanding students in the field of music.

Perry and Aleece Gresham Scholarship—A fund of \$24,333 contributed by President and Mrs. Perry E. Gresham. The income from this fund is to assist worthy and eligible students as designated by the Committee on Scholarships and Financial Aids. Special consideration is given to young people interested in music or philosophy.

Campbell Allen Harlan Scholarship—A fund of \$64,500 established by Mr. Campbell Allen Harlan of Detroit, Michigan, the income from which is to be used to assist students of unusual ability in the fine arts to further their education at Bethany College.

Jennie I. Hayes Scholarship—The income from a fund of \$5,000 is awarded for the purpose of helping students who are preparing for the mission field or the ministry.

Florence M. Hoagland Memorial Scholarship—A fund of \$5,915 established by Miss Frances Cables of Woodstock, New Hampshire, for the establishment of a scholarship in memory of Florence M. Hoagland, Head of the Department of English and Advisor for Women at Bethany from 1936 to 1946, the income of which is available to students approved by the Committee on Scholarships and Financial Aids.

The V. J. Hopkins and Mary L. Hopkins Scholarship Endowment operates under the principles of the National Campbell Scholarship program to provide assistance for young people from the background of the Christian Church (Disciples of Christ).

Harry L. Ice Timothy Ministerial Endowment Fund—A fund of \$50,299 established by Mr. and Mrs. Robert H. Lee of Pittsburgh, Pennsylvania, honoring Dr. and Mrs. Ice in recognition to Dr. Ice for his productive and untiring work in establishing and building the "Timothy Ministerial Training Program." The income from this trust is to be used to assist students of ability and need who are preparing for full-time Christian service in the fields of ministry, religious education, missions, and other church vocations.

Ida M. Irvin Scholarship—The income from a fund of \$5,000 is awarded to students who have reached the senior year in their college course.

The Flora Isenberg Scholarship Endowment was established by a \$42,500 bequest from the donor and provides assistance for students of the liberal arts and sciences.

Albert C. Israel Scholarship—This scholarship yields \$20 per year to apply on tuition of a descendant of Albert C. Israel.

The John H. and Ida H. King Scholarship Fund—The income from a fund of \$18,292 is awarded to students at Bethany College under terms approved by the Trustees of the College in accordance with the will of the donors.

Forrest H. Kirkpatrick Scholarship—The income from a fund of \$16,901 is awarded for the purpose of helping students who are sons or daughters of alumni.

The Emma A. Lyon Scholarship Endowment memorializes a pioneer Christian missionary to China. This endowment was initiated by a gift from Mrs. Mary M. Farm of Hawaii.

The Meril and Marguerite May Student Loan Fund is a revolving fund for Bethany College students who are members of the Christian Church.

Isaac Mills Scholarship—This scholarship covers a part of the tuition charge of a ministerial student.

J. West Mitchell Endowed Medical Loan Fund—A fund to provide loan assistance to pre-medical undergraduates at Bethany College and graduates of Bethany College enrolled in accredited medical schools.

Herbert Moninger Scholarship—A scholarship fund of \$2,500 established in memory of Mr. Herbert Moninger, a graduate of the class of 1898. The income is used to aid a student or students preparing for religious education.

H. J. Morlan Fund—A fund of \$5,000 contributed by Mr. Morlan to the Scholarship Endowment of Bethany College.

National Campbell Scholarship—An endowment fund established in memory and honor of Alexander Campbell. Awards are in recognition of Christian service and academic accomplishment to develop able and dedicated lay leadership in the Christian Church. Nomination for these awards is made by the local minister and the awards are granted by the Committee on Scholarships and Financial Aids.

The Parsons Memorial Timothy Fund—An initial fund of \$13,184 established by the Heights Christian Church, Shaker Heights, Ohio, and other friends in memory of Dorothy and Waymon Parsons for dedicated leadership to this church and the Brotherhood of Christian Churches (Disciples of Christ). Income from this fund is to be used to assist worthy students who are preparing for a church vocation through the ministry, missions, or Christian education.

William Kimbrough Pendleton Scholarship Fund—A fund of \$20,000 set up by Clarinda Pendleton Lamar in memory of her father, William Kimbrough Pendleton, member of the first faculty and second president of the College (1866-1889), the income of which is available each year to one or more citizens of West Virginia. These

awards may be in the form of loans or gifts as determined by the Committee on Scholarships and Financial Aids.

Perry Scholarship Fund—A fund of \$11,928 established in memory of Professor and Mrs. E. Lee Perry. Professor Perry was a graduate of the College in the Class of 1893, Professor of Latin at the College from 1908 to 1939 and Professor Emeritus from 1939 to 1948. Under the terms of this gift, the income of this fund is to be used to aid students preparing for the Christian ministry.

The Eli and Lee Rabb Scholarship Endowment provides scholarship assistance for students at Bethany from the Upper Ohio Valley.

Reader's Digest Foundation Scholarship—A fund of \$15,000 established by the Reader's Digest Foundation, the income from which is used for the Scholarship Program of the College.

The Herbert and Marguerite Rech Scholarship Endowment offers financial assistance for students under the supervision of the faculty committee on financial aid.

Edwin K. Resseger, Jr. Memorial Scholarship—An endowed fund to provide scholarship awards to worthy and eligible students as designated by the Committee on Scholarships and Financial Aids.

The James Derrick Reynolds Memorial Scholarship Endowment was established by parents and friends of a young man who lost his life in Viet Nam. Awards are made under the supervision of the faculty committee on financial aid.

The Sala Family Memorial Endowment has been designated for support of ministerial education at Bethany College.

Minnie W. Schaefer Awards—The income from this fund of \$8,350 is awarded to a student or students preparing for definite Christian service.

The Oreon E. Scott Foundation Scholarships—A grant from the Trustees of the Oreon E. Scott Foundation provides scholarships covering part of the tuition costs for the junior and senior year to those students preparing for the Christian ministry who have the highest scholarship index for prior years.

The Richard L. Schanck Scholarship Endowment provides unrestricted financial assistance for undergraduates.

Elizabeth M. Shrontz Scholarship—A bequest of \$5,000, the income from which shall be used to assist worthy students to obtain an education.

Charles C. Smith Scholarship—A fund of \$5,050 established by the children, grandchildren and friends in memory of Mr. and Mrs. C. C. Smith whose dedicated lives were spent in service to the Christian ministry in town and country churches. The income is to be used for scholarships with priority given to those preparing for the Christian ministry and lay leadership.

J. T. Smith Awards—A fund of \$17,417 established by Mr. J. T. Smith of Memphis, Tennessee, the income of which is available for students preparing for the Christian ministry or some other form of Christian service.

Adelaide E. and Arthur C. Stifel Endowment Fund—A fund of \$44,163 established by Mr. and Mrs. Arthur C. Stifel of Wheeling the income from which is to be used to assist a student or students from the Wheeling area.

John E. Sugden, Jr. Fund—A fund of \$2,000 to render assistance in the forms of loans or grants to students who are preparing to become ministers of the Christian Church.

Peter Tarr Heritage Endowment will provide scholarship assistance primarily for students in the field of history.

The Harriett Mortimer Toomey Music Endowment Scholarship was established to assist any student in his or her goal in music education.

The Robert S. and Marie J. Tuck Scholarship Endowment provides awards for students planning to enter some phase of the professional ministry of the church.

Stewart King Tweedy Memorial Scholarship—A fund of \$10,213 established by Mr. and Mrs. H. L. Tweedy and friends, in memory of their son who was killed in Viet Nam. The income from this fund is awarded to students on the basis of need and merit and without regard to sex, religion, race or nationality.

Vinson Memorial Fund—A fund of \$1,600 established by Z. T. Vinson, of the Class of 1878, through the Central Christian Church of Huntington, West Virginia, the income from which is available to students preparing for the Christian ministry.

William H. Vodrey Scholarship—A fund of \$28,314 established by Mr. William H. Vodrey, a member of the Class of 1894, the income of which is to be used to assist a student or students from the area around East Liverpool, Ohio.

The Campbell-Hagerman-Watson Memorial Endowment provides support for foreign exchange students or other projects as are approved by the President and Trustees of Bethany College.

Raymond E. and Eunice M. Weed Scholarship—A fund of \$1,000, the income of which is available to ministerial students to aid in the payment of tuition costs.

Arthur A. Wells, Jr., Scholarship Endowment will provide scholarship grants for students of social studies and humanities.

G. A. Willett Scholarship—This scholarship of \$80 per semester applies on tuition. The student receiving this scholarship is to be nominated by a member of the Willett family.

Josiah Wilson Scholarship—A scholarship fund in the amount of \$2,576 established by Josiah N. Wilson in memory of Josiah N. and Wilminia S. Wilson. The income is used to aid a student or students preparing for the Christian ministry.

Award Funds

MINISTERIAL TRAINING AWARDS

Students preparing for church-related vocations, including the pastoral ministry, religious education and special ministries receive financial aid according to need through Timothy scholarships made possible by contributions from churches and individuals. Even though the Timothy program is designed primarily for members of Christian Churches (Disciples of Christ) some financial assistance is available to those preparing for this type of service who are affiliated with other religious groups. The Timothy program is under the supervision of the Director of Church Relations and Ministerial Training. Continuation of these awards requires satisfactory academic performance in each academic year.

THE GANS FUND AWARDS

Income from a fund of \$50,000, established by Wickcliffe Campbell Gans of the Class of 1870 and Emmett W. Gans, in memory of their father and mother, Daniel L. and Margaret Gordon Gans, is awarded to juniors and seniors at Bethany College and to graduates of Bethany College engaged in study and research at Bethany or elsewhere who have shown "evidence of merit and promise in the field of science." Funds so awarded will be available for approved study and research in some specific field.

SUSTAINED AWARDS

H. L. Berkman Foundation—Annual contribution for Scholarship assignment to a resident of the Upper Ohio Valley.

Herbert and Marguerite Rech—Annual contribution for Scholarship assignment.

West Virginia Consumer Finance Association—Annual contribution for Scholarship assignment.

Robert M. and Katie W. Campbell—Annual contributions for Scholarship assignment.

Archibald Hamilton Rowan, Jr. Memorial—Annual contribution for Scholarship assignment based on academic performance and good citizenship.

David G. Baird—Annual contributions for Scholarship assignment.

Arthur J. Kobacker—Annual contribution for Student Loan Fund.

The **Pearl Mahaffey Prize for Outstanding Senior Major in Languages** was established by Mrs. Walter M. Haushalter '07 and other friends of Bethany's Emeritus Professor of Foreign Languages.

Robert M. and Katie W. Campbell—Direct student aid for full-time Christian vocation students.

Loan Funds

THE PHILLIPS LOAN FUND

The gift of Thomas W. Phillips, Sr., of New Castle, Pennsylvania, in the amount of \$10,000 established this fund in 1890. Principal and interest in this fund are loaned to students preparing for the Christian Ministry.

THE CLAUDE WORTHINGTON BENEDUM SCHOLARSHIP LOAN FUND

Established by the Claude Worthington Benedum Foundation, loans from this fund are made to Bethany students who are bona fide residents of West Virginia, are in need of financial aid, and meet faculty requirements for such assistance.

THE NATIONAL DEFENSE STUDENT LOAN FUND

The Federal Government established in 1959 a loan program for undergraduate students in which Bethany College participates. Application information may be obtained from the Admission Office or the Business Office.

Applications for loans are made to the Committee on Scholarships and Financial Aids.

Student Employment

Limited opportunities for students to earn money for college expenses are afforded, but under no circumstances is it possible for a student to earn all of his expenses. The College may not be able to provide student employment of any kind beyond \$300 as a total for any one year.

Applications for student employment are filed on a designated form. A careful study of the student's needs and general welfare will be made by the committee caring for student employment as each application is considered. Applications for student employment must be filed with the Dean of Students.

The Academic Program



ACADEMIC AIMS

The academic program at Bethany College is designed to contribute to the achievement of the broader purposes of the College listed earlier in this bulletin. As stated in the section "Commitment Through the Years" the faculty and students seek the quiet ideals of learning and integrity with a sense of individual responsibility.

Bethany seeks academic excellence in an atmosphere of Christian ideas and faith by

introducing the student to the rapidly expanding fields of knowledge and to methods of using them;

cultivating an understanding of all men and their institutions;

and laying the foundation for a life of continued intellectual growth.

THE BETHANY PLAN

Bethany College has changed from the traditional semester plan to a modified semester system known as the Bethany Plan.

For several years the members of the Bethany academic community critically analyzed the changing trends in higher education, and the relevance of these trends to the liberal education of students.

It was agreed that Bethany would make certain curricular adjustments to maintain a challenging and meaningful education for the new generation of students.

The new Bethany calendar consists of two 15 week semesters, and a four-week voluntary interim session in January. The Fall semester starts around the first of September and ends before Christmas. The Spring semester starts about the first of February and runs until the end of May. The middle term is a voluntary session which students may elect to use for intensive study on campus or for off-campus field work. The interim session will operate through the month of January. Only those students enrolled in an approved project will be permitted in residence.

The middle term is the unique and exciting part of the Bethany Plan. During the month of January, students will be free to rest, travel, prepare independent projects or earn money through employment. Students will also have the option of participating in Bethany-sponsored academic programs which do not fit into the conventional calendar.

A list of approved interim programs for the following year is published during the Spring term. The projects, which vary from year to year, involve three basic types of activities: (1) intensive work in one area of an advanced or remedial nature, (2) off-campus field projects involving faculty and student travel and study in various areas of the United States and different parts of the world, and (3) social service and internship programs. An example of the first type of project might be a special laboratory course in physical chemistry. The second type of program might involve a group of students in the study of marine biology in Florida, or a study of the Common Market in Brussels. The third type of project might entail placing some students for work on an Indian reservation, in an urban ghetto, or in a laboratory or office of a governmental agency or business firm.

The voluntary January session provides a number of opportunities for Bethany students to become actively involved in a learning situation which cannot be present in the traditional calendar.

The new Bethany Plan is both adventurous and traditional. It breaks with the custom that all education must take place in classrooms and on-campus laboratories. It shifts the burden of course selection to the student and his adviser. It is traditional in its belief that true liberal learning involves a basic familiarity with the natural sciences, the humanities and the social sciences. It is traditional in that the college still concurs with Alexander Campbell in the position that true liberal education involves the freeing of man's mind from vulgar prejudices, ignorance, and error.

PRE-PROFESSIONAL STUDY

Bethany College offers pre-professional training in a variety of fields. A large percentage of its students select their courses to qualify them for entrance to technical or professional schools. The Faculty Adviser should be consulted to see that specific requirements of the school selected are met.

Below are listed a number of career interests for which undergraduate preparation is to be found at Bethany. The strong recommendations for liberal arts courses should be noted. They represent only a sampling of the many programs the student may elect in preparation for his life's work.

Pre-Medicine

Students desiring to prepare for the study of medicine will find instruction and facilities which will satisfy the entrance requirements for the best medical schools. It is recommended that the students planning to study medicine should have broad basic training in courses of general education, including foreign language, literature, philosophy, and social science.

Pre-Law

Most leading law schools require no specific undergraduate courses for entrance but expect a broad training in the social sciences and humanities and in logical thinking. They recommend, however, that pre-law students take basic courses in history, political science, economics, sociology, psychology, English composition, and speech.

Pre-Engineering

A broad training in the sciences and humanities provides a good foundation for students who plan future specialization in one of the branches of engineering. Students desiring to transfer to an engineering school will need to give careful attention to requirements of the engineering school they wish to enter.

By cooperative arrangement with Columbia University, Bethany offers the first three years of a five-year course and arranges for the qualified student to transfer to the School of Engineering for the last two years of undergraduate training. Upon completion of the five-year program, degrees from both institutions will be granted.

Pre-Dentistry

Admission requirements to dental schools stipulate at least two years of pre-professional training. It is recommended that the pre-dental student follow to a large extent the pre-medical program.

Professional Chemistry

A thorough preparation for Professional Chemistry with a complete background of training in the liberal arts is offered in a program of courses that is designed to conform to American Chemical Society standards. Independent study introduces the student to the principles of research, aiding in any contemplated graduate or industrial work following graduation.

Christian Ministry

Students who plan to enter church vocations are expected to complete their preparation in seminaries and graduate schools of religion after their graduation from Bethany. Their undergraduate studies, therefore, include the fullest possible grounding in the liberal arts. Guided by the faculty committee on ministerial training, students elect courses which provide necessary pre-seminary studies in the natural and social sciences, the arts and humanities and religion.

Pre-Nursing

Increasing opportunities are open to college-trained women in the fields of public health and professional nursing both civilian and military. Bethany sponsors a cooperative program in nursing with certain well established and highly approved schools of nursing. Three years of study and a minimum of 96 semester hours including 4 hours of Physical Education are completed at Bethany College. This is followed by the completion of a prescribed course at a collegiate school of nursing recommended by Bethany College (such as Case-Western Reserve University, University of Pittsburgh, Columbia-Presbyterian, Cornell and others). Bethany's baccalaureate degree is then awarded at the same time as the award of the nursing degree.

OFF CAMPUS PROGRAMS

Combination Courses

Special arrangements have been approved by the faculty under which students who have completed three years of work at the College may transfer to specifically approved institutions for engineering or nursing training and be eligible for graduation at Bethany on satisfactory completion of their undergraduate training at the cooperating institution.

By special arrangement with the School of Engineering, Columbia University, Bethany offers the first three years of a five-year course for engineering students and arranges for the qualified student to transfer for the last two years. Upon completion of this five-year program the student receives a bachelor's degree from Bethany College and from Columbia University.

Arrangements have been approved whereby Bethany students upon the completion of three years of satisfactory work in the College or ninety semester hours of work, exclusive of required physical education courses, with an approved distribution of courses, may transfer to approved university schools of nursing and physiatrics and upon the satisfactory completion of training may receive the Bachelor of Science Degree from Bethany College and the Diploma in Nursing from the School of Nursing. The student Nurse's Registry Certificate is to be filed with the Registrar before graduation is confirmed.

Education for Responsible Leadership

The college has provided a program in training for active citizenship through the generous support of the Maurice and Laura Falk Foundation of Pittsburgh. This program is intended to lift politics to the level of deliberate awareness throughout the student body, and to give training to a few select liberal arts and pre-professional students in the nature and art of politics at local, state and federal governmental levels in preparation for responsible citizenship irrespective of the vocations which these young people will enter.

This is accomplished through a series of summer internships in practical politics and administration which sends a selected group of students who have completed substantial training in the political sciences to the offices of party headquarters, legislators, various administrative offices and legislative reference bureaus for a period of six weeks during the summer. Most of these assignments are at the state and local levels.

The citizenship training program also embraces a series of planned visits to the campus by political individuals and groups for workshops and seminars and as guest lecturers in related classes. Political science field trips to the national capital and at least one state capital are scheduled each year as part of a study of the governmental process.

Overseas Study Programs

Under approved supervision and direction especially qualified students may secure credit for formal work completed in foreign colleges and universities. To be eligible for study abroad, the student ordinarily must have an average grade of "B" or higher for 3 semesters.

Study Year in Basel, Switzerland

This program is conducted by the Regional Council for International Education of which Bethany College is a member. Courses are conducted in the English language. European History, Literature, Fine Arts and Economics are stressed. Included is an intensive study of the German language.

Scandinavian Seminar

After an intensive study of a Scandinavian language in the native country, students enroll in a higher institution as fully matriculated students in that country.

India Exchange Program

Each year a Bethany student is selected to receive a Scholarship covering room, board, tuition and spending money at either St. Xaviers College or Elphinston College in Bombay. The student selected must pay his transportation costs (less than \$1,000) plus a nominal servicing cost to Bethany College. Bethany College also provides a scholarship for a student from India who is selected by the Lions Club of Versova (Bombay) India.

Semester in Copenhagen Program

Bethany College maintains a working relationship with the Washburn University Semester Program in Copenhagen, Denmark. The program, which is conducted in English by Danish instructors, provides for a selection of courses in European and Scandinavian History, Politics, Social Structure and the Arts. Two places are reserved on the program each year for Bethany students.

Junior Year Abroad

In addition the Department of Foreign Languages sponsors a Junior Year Abroad Program in which students concentrating in French or Spanish may take a full year of study as fully matriculated students at the University of Dijon or the University of Madrid.

Other Overseas Programs

There are many additional programs of this type in which Bethany students have participated. The Director of International Education Programs provides to interested students information concerning programs which have been examined and approved.

In addition to the above named programs, during the past year Bethany students have participated in the following:

- 1) Beaver College Semester at the City College of London (England)
- 2) Farleigh-Dickinson University Semester at Wroxton College (England)
- 3) Brandeis University Semester at Hiat Institute (Israel)
- 4) Michigan State University AMLEC Foreign Language Centers throughout Europe
- 5) Chapman College World Campus Afloat

Washington Semester

Arrangements have been made for one or two advanced students in history, political science, economics or sociology to pursue studies in these fields under the direction of the American University in Washington, D. C. A student participating in this plan will take six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the Adviser and have the approval of the Committee on Academic Review.

United Nations Semester

Bethany students who are interested in broadening their liberal arts study may participate in a program at the United Nations in New York City. One or two students may be chosen each year.

Students participating in this program will take six hours of work in United Nations study. Half will be in a seminar course which meets regularly with people associated with the U.N. The other half will be a research project, on topics chosen by the students, using U.N. documents. Students will also be allowed to take six to nine hours of regular academic work at Drew University, Madison, New Jersey. Participants in the Program must be recommended by the Campus Coordinator for the U.N. Semester, the Faculty Adviser, and the Dean of the Faculty.

ACADEMIC REGULATIONS

As a general understanding, students in the freshman and sophomore years should enroll for courses contributing to their general education. Usually a student completes many of the specific course requirements for graduation in the first two years and becomes familiar with the different fields of knowledge. He should also discover, with the aid of his adviser, the area in which he possesses most interest and ability.

Requirements for Degrees

The Bachelor of Arts Degree will be conferred upon the student who completes the following:

- a. 124 semester hours of academic work;
- b. minimum of 100 hours of letter graded work;
- c. minimum cumulative average of "C";
- d. the Distribution Requirement;
- e. the Field of Concentration Requirement;
- f. the Comprehensive Examination in the major field;
- g. the Residence Requirement;
- h. satisfactory arrangements for the discharge of financial obligations to the College;
- i. attendance at the commencement exercises.

The degree of Bachelor of Science may be conferred upon a student who completes the Bachelor of Arts' requirements and who chooses to major in any one of the following departments: Biology, Chemistry, Mathematics, Physics, or Psychology.

Distribution of Courses

Candidates for graduation are required to complete certain courses which have been designated by the faculty as basic for general education. *Additional requirements may be set as needed to fulfill programs preparatory to entrance into a profession or into graduate school.*

The following specific requirements must be met by all candidates for the baccalaureate degree:

Group I English Composition Annual Qualification Test
 Foreign Language (reading and communication)
 History 100 (1 semester course)
 Physical Education (4 semester courses)
 Religion 100 (1 semester course)

Work in this group will not satisfy graduation requirements in any other group.

Group II Biology } Area
 Psychology } A
 Chemistry }
 Physical Science } Area
 Physics } B

One semester in each area and a minimum of two courses in one science, for a total of not less than 10 semester hours.

Group III Economics
 Education (Ed., 201-202, 301)
 History
 Political Science
 Sociology

Minimum of three semester courses with some work in at least three of the above areas, for a total of 9 semester hours.

Group IV Literature } Area
 Philosophy } A
 Religion }
 Fine Arts }
 History of Art } Area
 History of Music } B
 History of Theatre }
 Art }
 Music } Area
 Theatre } C

A one semester course selected from Area A.

A one semester course selected from Area B.

Two additional semester courses selected from Area A, B, or C.

A total of 12 semester hours in this group is required.

These requirements may be also satisfied by obtaining a score of 3, 4, or 5 on a CEEB Advanced Placement Test in the subject or by an examination given under the direction of the department.

Not more than 8 hours may be in applied courses in any of the following Departments, nor more than 4 hours in any of the others, except that these limitations may be exceeded if the total in all Departments is not more than 12 or if each hour in excess of the maximum is matched by 2 hours of historical or theoretical courses in the same Department: Art, Communication, Education, Music, Physical Education (exclusive of required activity courses), or Theatre (Speech & Drama).

Field of Concentration

Each student should select a Field of Concentration during the first two years. If the determination of the Field is delayed beyond the fourth semester, extra academic courses may be necessary for graduation since some fields require a first year decision.

Each student will have the help and direction of a Senior Adviser (see page 46) in planning his course of study in his Field, but the following specific requirements must be followed:

- (a) In the major field at least 24 semester hours must be completed but not more than 42 semester hours will be counted toward degree requirements.
- (b) Grades earned in core subjects must meet a minimum scholarship index of 2.00.
- (c) At least 12 semester hours must be completed in an area related to the core subject.

The Senior Adviser will determine specific course requirements within the Field and must approve the related subjects.

The Field which a student elects determines specific requirements for the student, not only of work to be done in the Field selected, but courses to be completed in other departments. The general outline of the requirements for each Field is in the Curriculum section of this bulletin. Modifications may be made to meet the needs of the individual student.

Senior Comprehensive Examination

A comprehensive examination, both written and oral, is required of each candidate for a degree at Bethany College. This examination is given under the direction of the Adviser with the assistance of a faculty committee appointed by the Dean of the Faculty. Portions of the undergraduate Graduate Record Examination may constitute a part of the Comprehensive Examination.

Comprehensive examinations are given twice each academic year by most departments. The comprehensive examination period is preceded by a week-long reading period in which students are relieved of class attendance to prepare for the examination. Students who fail the examination are permitted to repeat it at the end of any subsequent year, provided they have paid the fee and their re-examination has been approved by the Adviser and the Committee on Academic Review. Further opportunity to take this examination *may* be given by special vote of the faculty.

A student desiring to take a comprehensive examination in a second Field of Concentration may do so provided the Advisers concerned and the Committee on Academic Review approve, and the student has paid the fee required for a special comprehensive examination. Only one reading period will be permitted to any student.

Residence

Four years are usually required to satisfy the course and residence requirements for the baccalaureate degree. Students of superior ability may complete the requirements in less time. As a rule, the senior year or the last two semesters before entering a professional school are to be spent in residence at the College (see Combination Courses, page 73). However, students who have had one full year of residence previous to their senior year, and who apply for and are approved by the Committee on Academic Review for off-campus study programs during their senior year, may be permitted to count that work toward graduation requirements.

REGISTRATION DATA

In the spring the College conducts its first semester registration, and in the winter it conducts the second semester registration (check college calendar for appropriate dates). Freshmen will register during the summer which precedes their entrance. Opportunity is provided at the beginning of each semester for necessary changes in student programs. These changes are made on formal petition of the student and are not encouraged. A charge is made for each day of delay.

Every student is to be registered for every course he attends. This applies to courses taken for credit or audit.

Student Schedules

A student ordinarily carries fifteen or sixteen credit hours of academic work each semester, but it is possible for a student to carry additional credit hours with the permission of his Adviser. No student will carry more than eighteen credit hours in any one semester unless on petition the excess is approved by the Dean of the Faculty within the first week of the semester.

An Application for Excess Hours must be completed in the Registrar's Office by the student before the start of that semester.

Course Change

During the first ten class days of each semester, a student with the approval of his Adviser may drop or add any course. No classes may be added after this time. It is possible for a student with proper approval to drop a course after the first ten class periods.

Independent Study

Each department in the college offers Independent Study for those students who have demonstrated a proficiency to work individually on some special area of interest not covered by course work. The field of study may be selected by the student, subject to the approval of the chairman of the department.

An Application for Independent Study must be completed in the Registrar's Office by the student before the start of that semester.

Summer School

Credit will be given for a limited amount of work done in the summer session of another approved college or university provided the courses taken are appropriate to the liberal arts curriculum and the grades earned are "C" or higher. Permission for summer study must be secured in advance from the Registrar.

Class Absences

Students are expected to attend all class and appropriate laboratory meetings of a course and to participate in all outside activities that are a part of the course.

It is the responsibility of individual instructors to record attendance and to evaluate its importance in determination of course grades. Accordingly, each instructor or department will prepare at the beginning of each semester a written statement explaining his attendance policy and his consideration of unexcused absences, make-up for excused absences, and related matters, which will be in force for the whole semester. The instructor files this statement in the library and with the Dean of the Faculty; and at the first class meeting, he distributes this statement of policy on attendance. The Dean of Students grants excused absences in the event of serious personal or family emergencies or authorized college events. The Dean of Students files these excused absences with the Registrar, who issues reports to the faculty. Names of students who are seriously jeopardizing their academic progress by class absence should be

given to the Dean of Students who will initiate counseling with the student. Instructors may drop students with a "WF" if absences are continued after consultation.

Withdrawal

An honorable dismissal will be granted to any student in good standing and not subject to discipline who may desire to withdraw from the College if he has satisfied his Adviser and a responsible Officer of the College that there is a good reason to justify such action. Students asking to withdraw should present such a request to the Dean of Students in writing with a statement of approval from parent or guardian. The recommendation of the Dean of Students will next be presented to the Business Manager and then to the Registrar for final record. No withdrawal will be considered complete until this procedure has been carried out.

Final Examinations

All students are required to take the final examination in each course for which they are registered. Students who are taking the Senior Comprehensive Examination are excused from final examinations in all courses of the semester in which the comprehensive examination is taken.

Special Examinations

A student justifiably absent from a final examination or a test given in connection with the regular class work, with the consent of the instructor and approval of the Dean of the Faculty, may be permitted to take a special test without payment of fees. Fees for special examinations must be paid at the Business Office before the examinations are taken and the proper receipt must be presented to the instructor at the time of the examination.

Grading System

Letter grades given and their equivalents in quality points are:

A	4.00	C	2.00
A—	3.75	C—	1.75
B+	3.25	D+	1.25
B	3.00	D	1.00
B—	2.75	D—	.75
C+	2.25	F	.00

Students are required to take at least 100 hours of letter-graded work.

Grades mean: A, Excellent; B, Good; C, Satisfactory; D, Inferior; F, Failure.

Other report abbreviations and their meanings are:

- Cr.** Credit. No quality points.
- NCr.** No-Credit. No academic penalty.
- F.** Failure. No quality points; denotes work that is definitely unsatisfactory and the course not passed.
- Con.** Conditional. The student's work in the course is complete but somewhat deficient in quality. The instructor may permit this student to be re-examined; or, in case the course continues into the following semester, it may be removed if the student makes a grade of C or better. Regardless of the manner of removing the condition, no grade higher than D is allowed. Not more than one semester is granted for removal. Con. is an F until removed.
- Inc.** Incomplete. This abbreviation denotes work not completed as a result of sickness or some other justifiable reason. An incomplete mark must be removed by the end of the fourth week in the following semester, unless an extension of time is granted by the Dean of the Faculty. It is not possible for a student to remove an incomplete mark after twelve months.
- W.** Withdrawn.
- WF.** Withdrawn failing. No quality points; indicates a course dropped with permission after the fifth week of the semester with student failing at the time of withdrawal. A grade of WF has the same effect on the student's grade-point average as an F.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit/No-Credit basis.

A report of the scholastic standing of students is received at the Office of the Registrar at mid-semester in addition to the final semester reports. These reports are sent to the faculty Adviser and to parents or guardian of each student.

Classification of Students

The classification of students is determined according to the following plan: For sophomore rank a student must have at least twenty-five hours of academic credit and forty-three quality points. Admission to full junior standing is conditioned upon the student's

having at least sixty hours of academic credit and one hundred and eight quality points; and he must have passed the Sophomore Comprehensive Examination. For senior class rank the student must have at least ninety-four hours of academic credit and one hundred and eighty-eight quality points.

No student is considered as a candidate for the baccalaureate degree until he has been granted senior classification, until he has filed an Application to take the Senior Comprehensive Examination in the Field of Concentration, and until he has filed an Application for a Degree.

Probation

The term "on probation" is applied to students who are allowed to continue in college after having failed to meet the standards expected by the faculty and administration. Students may be placed on probation for any or a combination of the following causes.

a) Unsatisfactory scholastic record during the semester or preceding semesters.

The following academic bases will be used to determine "probation" each semester:

Freshmen must achieve at least 1.7, Sophomores 1.8, and Juniors and Seniors 2.0.

b) Unsatisfactory class attendance during the semester or preceding semester.

c) Unsatisfactory conduct at any time.

"Probation" is intended to be a serious warning to the student and to the parents or guardians that the student's record is unsatisfactory and that unless significant improvement is made the student will be asked to withdraw from the college. At the end of a semester on probation the student's total record is reviewed, and his continued enrollment will depend upon the current trend of academic performance, total progress towards graduation in relation to aptitudes, contributions to campus life, and factors relating to personal adjustment. The Committee on Academic Review may dismiss any student if, in its judgment, the student is not likely to meet the requirements for graduation in the usual period of four years. An extension of the four-year period shall be granted only when there are extenuating circumstances.

Students on probation may be declared ineligible for participation in athletic or other student activities. While on probation a

student is not eligible to receive any grant from college scholarship or loan funds. A student on probation may not have or operate an automobile.

Transcript of Records

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university stipulated by the student. One transcript is furnished for each student without charge; for each additional transcript a fee of \$1.50 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.50, while the others cost \$0.75 each. This fee must accompany the request. All financial obligations to the college must be paid before a transcript can be issued.

Changes in Regulations

The College reserves the right to amend the regulations covering the granting of degrees, the courses of study and the conduct of students. *Membership in Bethany College and the receiving of its degrees are privileges, not rights.*

The College reserves the right, and the student concedes to the College the right, to require the withdrawal of any student at any time.

Invalidation of Credits

Courses completed either in Bethany College or elsewhere, more than ten calendar years before the date of proposed graduation, will not be accepted for credit toward graduation. All candidates are expected to comply with the requirements for degree in effect at the time of acceptance of the application for degree. With the approval of the Committee on Academic Review and the payment of the required fee the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to re-instate academic credit that may have been declared not valid because of date.

Courses of Instruction



Courses marked with an asterisk * are offered in alternate years.

ART

AIMS

To present to the student a variety of studio problems to develop his artistic potential; to offer a comprehensive survey of the historic development of the visual arts; and to provide a center which possesses an atmosphere that encourages the student to acquire standards of evaluation and practice in the appreciation and application of the plastic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

To concentrate in the field a minimum of 24 semester hours of credit are required. At least one third of the total number of hours in the field must be art history courses* and at least one third must be studio courses. Two semesters of Senior Seminar are required. Courses counted in the field must number 241 or above.

Bethany College Art Department reserves the right to retain as many as three works by each student from each class. These works will be added to a Collection of Student Art and will be used to enhance the campus.

Art 241 Introduction to Two-Dimensional Design

Basic course work in the theories and practice of two-dimensional design. This gives the student a fundamental view of past and present visual expression. Media include charcoal, pencil, tempera paint, ink, brush, construction paper, and others. Open to all students. 1 hr. lecture; 5 hrs. studio work. *3 Hours*

Art 242 Introduction to Three-Dimensional Design

Creative expression in, and theories of, three-dimensional design. Attempts through work with solid forms and volumes to establish a basis for evaluation of sculpture and three-dimensional design both past and present. Open to all students. 1 hr. lecture; 5 hrs. studio work. Prerequisite: Art 241 or permission of the Chairman of the Department. *3 Hours*

Art 301 Ceramics I

Basic techniques of designing, building and glazing ceramics. Individual projects carried on according to the student's ability. Prerequisite: Art 242 or permission of the Chairman of the Department. *3 Hours*

Art 302 Drawing I

Concentrated activity in academic drawing using a variety of drawing media. Primary emphasis will be placed on the still life, landscape and the human form. Prerequisite: Art 241 or permission of the Chairman of the Department. *3 Hours*

Art 303 Painting I

Basic techniques using still life, landscape, and the human form as subject matter. Prerequisite: Art 241 and 302 or permission of the Chairman of the Department. *3 Hours*

Art 304 Sculpture I

Creative expression in three-dimensional forms. Students will work with materials that are readily available and easily handled, such as wood, wire, plaster and clay. Prerequisite: Art 242 or permission of the Chairman of the Department. *3 Hours*

Art 305 Graphics

An introduction to printmaking processes emphasizing creative expression through such media as the block print and the serigraph. Prerequisite: Art 241 and 302 or permission of the Chairman of the Department. *3 Hours*

Art 306 Watercolor Painting

Basic techniques using still life and landscape as subject matter. Prerequisite: Art 241 and 302 or permission of the Chairman of the Department. *3 Hours*

***Art 335 Ancient and Medieval Art**

A survey of artistic activity from the Paleolithic Age of 1400. Emphasis will be placed on the contributions of the near eastern cultures, Classic Greece, and Republican Rome as well as Early Christian, Romanesque and Gothic styles. An outline of the scope of each area will be presented along with a specialized concern for at least one aspect of artistic development in each cultural area. *3 Hours*

***Art 336 Western Art of the 14th-17th Century**

The development of art in the North and South of Europe covering specific aspects of the art of the Renaissance, Mannerism and Baroque. Offered in 1971-72. *3 Hours*

***Art 337 Western Art of the 18th-20th Century**

The presentation of artistic endeavor from the beginning of Neo-Classicism to the present day in Europe, America and related countries. Emphasis will be placed on Impressionism, Post-Impressionism, Cubism and later developments. Offered in 1971-72. *3 Hours*

***Art 340 American Art**

A survey of the development of the arts in America from colonial times to the present with emphasis upon the evolution of style in architecture, sculpture and painting. *3 Hours*

Art 342 Elementary Teachers Workshop

A workshop dealing with materials and projects for children of elementary grade age levels. *2 Hours*

Art 349-350 Seminar in Art History

A seminar course dealing with specific aspects of the history of art for individual investigation and with the methods of research. Topics for study will be chosen by the student with the approval of the instructor. The course involves specialized and selected readings in the field and individual and group discussions. Prerequisite: 3 or more semester hours of art history. *3 Hours*

Art 401 Ceramics II

Advanced problems in ceramics with emphasis given to personal exploration and experimentation with glaze formulae and firing as well as the development of a personal idiom. Prerequisite: Art 301. *3 Hours*

Art 402 Drawing II

Advanced problems in freehand drawing. Emphasis will be given to exploration and experimentation with a variety of drawing media, the study of master drawings and the development of personal style in drawing. Prerequisite: Art 302. *3 Hours*

Art 403 Painting II

Advanced problems in the varied painting media (watercolor, oil, tempera and polymer and acrylic). Students must show proficiency in drawing various subjects such as the human form, landscape and still-life. Prerequisites: Art 303 or Art 306 and Art 302. *3 Hours*

Art 404 Sculpture II

Advanced problems in three-dimensional design. Emphasis will be given to personal exploration and experimentation with the varied sculptural media. Prerequisites: Art 242 and Art 304. *3 Hours*

Art 477-478 Senior Seminar

Required of all students concentrating in the field. A survey of Art for review and interpretation of the particular problems of this field. *1 Hour*

Art 480 Methods and Materials of Teaching Art

Methods, materials and techniques pertinent to the teaching of Art in the high school. *3 Hours*

Art 481-484 Art Practicum

An art theory course emphasizing the function and use of museums, collections and temporary exhibitions. The group will make one or more field trips per semester. Expenses must be met by students participating. Prerequisite: One Art History course or permission of the instructor. Preference will be given to Art majors. *1 to 4 Hours*

Art 487-488 Independent Study

1 to 3 Hours

Art 491-492 Honors Course

Designed for seniors of superior ability and achievement who are concentrating in Art. *1 to 3 Hours*

ASTRONOMY

Astronomy 102

A course in descriptive astronomy. This non-technical course is beginning astronomy includes such topics as the solar system, satellites, eclipses, constellations, the galactic system, and exterior systems. *3 Hours*

BIOLOGY

AIMS

To acquaint the student with the living world around him and the fundamental dynamic life processes; to demonstrate scientific methods of approach to problem solutions; to cultivate an attitude of inquiry and research; to develop laboratory skill in various types of work in zoology and botany; and to train students as teachers of biology and for certain professional work related to this field.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN BIOLOGY

A minimum of twenty-eight semester hours in the Department of Biology, and a minimum of twelve semester hours in chemistry, at least six of which are organic chemistry. Six hours of physics is also required. German or French should be elected to meet the graduation requirement for foreign languages.

Students who plan to teach or become professional biologists should elect the following sequence of courses: Biology 103-104, 201, 228, 303, 326, 338, 343, 365, 367, 399, 400, 425, 442, 477, and 478.

Students preparing for work in medicine, dentistry, nursing or as laboratory technicians should elect the following sequence of courses: Biology 103-104, 201, 303, 343, 367, 399, 440, 442, 477, and 478.

The sequence of courses is subject to approval of the Department Chairman.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN PRE-MEDICAL TRAINING

A minimum of twenty hours in the Department of Chemistry which must include Chemistry 101-102, 301-302; sixteen hours of biology, which must include Biology 103-104, 201 and 303, and eight hours of physics.

Sequence of courses subject to approval of the Senior Adviser.

Biol. 103 Animal Biology

An examination of the phylogenetic sequence in the animal kingdom. Emphasis is placed on the fundamental structures of animals, including man, their functions and an introduction to genetics. *4 Hours*

Biol. 104 Plant Biology

An examination of the plant kingdom with special emphasis on ecology, and the biochemistry and physiology of the cell. *4 Hours*

***Biol. 167 Introduction to Mammalian Anatomy and Physiology**

Mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body. Laboratory study of the anatomy of the cat, and human physiology. Discussions, demonstrations, and individual laboratory work. Not open to Biology majors. *3 Hours*

Biol. 201 Comparative Vertebrate Anatomy

Comparative anatomy of the representative forms of vertebrates; laboratory study of the comparative anatomy of the shark, other lower vertebrates, and cat. Prerequisite: Biology 103. Recommended for all pre-medical students. *4 Hours*

Biol. 228 Field Botany

An introduction to the taxonomy of vascular plants with emphasis on the local flora, including the techniques of herbarium science. Prerequisite: Biology 104 or a course in biology at secondary school level. Offered in 1973-1974. *3 Hours*

Biol. 231 Ornithology

Anatomy, behavior and identification of local birds. *3 Hours*

Biol. 303 General Genetics

A synthesis of basic principles and modern molecular theory. Facility with simple mathematics is highly desirable. Prerequisite: Biology 103 or by permission of instructor. *3 Hours*

Biol. 326 Ecology

A study of the general principles of bioecology of plants and animals. Considerable time will be spent in one field. Special emphasis will be placed on field study of several communities. *3 Hours*

***Biol. 338 Advanced Botany**

The morphology of the vascular plants together with a study of the fundamental life processes of plants; growth, irritability, nutrition, metabolism, and hormonal control. Prerequisite: Biology 104. Offered in 1973-1974. *3 Hours*

Biol. 343 Bacteriology

Morphology and physiology of fungi and bacteria; principles of laboratory technique; cultural characteristics and environment influences on bacterial growth. *3 Hours*

***Biol. 365 Invertebrate Zoology**

The invertebrate animals including phylogeny and morphology. A laboratory study of representative forms of invertebrates will be made. Offered in 1973-1974. *3 Hours*

***Biol. 367 Physiology and Biochemistry of the Cell**

An introduction to the structural organization of cells and the important aspects of cell physiology in the light of modern biochemistry and biophysics. *3 Hours*

Biol. 399-400 Junior Seminar in Biology

An introduction to the fields of Biology and to biological literature and research. A required course for those students of junior standing whose Field is Biology. To be taken both semesters in the junior year. *1 Hour*

Biol. 402 Marine Biology

Credit may be given for summer courses taken at the Marine Biological Station at Woods Hole, Massachusetts, or at any other station of similar rank. *4 to 6 Hours*

***Biol. 425 Animal Physiology**

Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states. Prerequisites: Biology 103 and 201 or by permission of the instructor. Offered in 1973-1974. *3 Hours*

***Biol. 440 Histology**

Structure of the cell and its modification into various tissues with special attention to the theory and practice of general histological techniques. Prerequisites: Biology 103-104 and 201 or by permission of the instructor. *3 Hours*

Biol. 442 Vertebrate Embryology

Development of the tissues and organs in vertebrates; embryos of chick and pig studied in the laboratory. Prerequisites: Biology 103 and 201 or by permission of instructor. *3 Hours*

Biol. 477-478 Senior Seminar in Biology

Current literature relating to investigations in various fields of biology. Prerequisites: Twenty-two credit hours in biology. Open only to students of senior standing. Required for Field in Biology. To be taken both semesters of the senior year. *1 Hour*

***Biol. 480 Methods and Materials in Teaching Biology**

The aims and methods of teaching biology in the secondary schools. Special attention will be given to teaching general laboratory procedures and techniques of teaching. Prerequisite: Sixteen hours in the department.

3 Hours

Biol. 487-488 Independent Study

1 to 3 Hours

CHEMISTRY

AIMS

To contribute to the student's general culture, his understanding of the nature of the physical world and his understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical and graduate work.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of thirty-six semester hours in this department including Chemistry 101, 102, 210, 301, 302, 439, 440, 454, 477, 478 and three additional hours; Mathematics 201, 202, also 203 or 350; Physics 101-102. German or French should be elected to meet the graduation requirement for foreign language. The sequence of courses is subject to the approval of the Department Chairman.

A course of study designed to conform to the American Chemical Society standards is required for those students who plan to become professional chemists or plan to enter graduate work in chemistry. Under this plan, in addition to the chemistry, mathematics and physics requirements listed above for a field of concentration in chemistry, ten additional hours of upper division courses in chemistry and two years of German must be elected. Both Math. 203 and Math. 350 must be elected and additional courses in mathematics are strongly recommended. In addition to the German, a year of French is strongly recommended for those students planning to do graduate work. Among the electives, at least 18 semester hours, exclusive of English and modern language requirements, are required in the humanities.

The entering freshman who is interested in chemistry should be sure to select Chemistry 101 and mathematics at the appropriate level. Programs for subsequent semesters must be decided in conference with the faculty adviser for chemistry.

Chem. 101 General Chemistry and Inorganic Qualitative Analysis

A study of theoretical and descriptive inorganic chemistry. The laboratory work is primarily a study of the principles and practice of a systematic qualitative scheme of analysis for the cations and anions. Prerequisites: 2 units of mathematics or concurrently with Math 103. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 102 A. General Chemistry

A continuation of the lecture portion of Chemistry 101. The laboratory work consists of selected experiments in basic chemical principles and quantitative procedures. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 102 B. General Chemistry

Identical to Chemistry 102 A as far as the lecture work is concerned. The laboratory portion of the course is omitted. This course is taken with permission of the chairman of the department and only if Chemistry 210 is being taken concurrently with Chemistry 102 B. Three lectures per week. *3 Hours*

Chem. 210 Quantitative Analysis

An introductory course involving the theory and practice of volumetric and gravimetric procedures and some instrumental techniques. Prerequisite: Chem. 101-102; Chem. 102 may be taken concurrently. Two lectures and six hours of laboratory per week. *4 Hours*

Chem. 301-302 Organic Chemistry

An introductory course in the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. The laboratory work consists largely of organic preparations. Prerequisites: Chem. 101-102. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 439-440 Physical Chemistry

A study of theoretical chemistry including the following topics, gaseous state, atomic and molecular forces, crystalline state, physical properties and molecular structure, thermochemistry, thermodynamics, chemical equilibria, phase diagrams, chemical kinetics, conductance, electromotive force, ionic equilibria. Prerequisites: Chem. 301-302; Physics 101-102 and Mathematics 203 or 350 or by permission of the instructor. Three lectures and three hours of laboratory per week. *4 Hours*

Chem. 442 Advanced Organic Preparations

Organic syntheses, individually assigned, of an advanced nature. Prerequisite: Chemistry 301-302. Three hours or six hours or laboratory per week. *1 or 2 Hours*

Chem. 450 Advanced Inorganic Chemistry

The chemistry of certain elements and their compounds is studied and interpreted on the basis of modern theories of atomic and molecular structure. Prerequisite: Chem. 439. Three hours of lecture per week.

3 Hours

Chem. 454 Analytical Chemistry

The theory and practice of analytical chemistry with emphasis on instrumental methods of analysis. Prerequisites: Chem. 210, Chem. 439-440. Chem. 440 may be taken concurrently. Two lectures and six hours of laboratory per week.

4 Hours

Chem. 460 Advanced Organic Chemistry

The study of selected advanced topics in organic chemistry including reaction mechanisms. Students electing this course will generally also take 1 or 2 hours of Chem. 442. Prerequisite: Chem. 301-302. Two hours of lecture per week.

2 Hours

Chem. 462 Physical Organic Chemistry

The study of the theories and techniques relating structure and properties of organic compounds. Laboratory will be introduced as appropriate and will stress the use of instrumentation. Prerequisites: Chem. 301-302 and Chem. 439-440. Three hours of lecture, or two hours of lecture and 3 hours of laboratory per week.

3 Hours

Chem. 473-474 Advanced Physical Chemistry

A continuation of the basic course in Physical Chemistry with more emphasis on topics selected from the following: kinetics, quantum theory, spectroscopy, statistical mechanics, crystal structure, nuclear radiation. Prerequisite: Chem. 439-440. Two hours of lecture per week.

2 Hours

Chem. 477-478 Seminar in Chemistry

A survey of the fields of general, analytical, organic and physical chemistry and an investigation of the current literature relating to research in these areas. Required of all students with a Field of Concentration in Chemistry.

1 Hour

Chem. 480 Methods and Materials in Teaching Chemistry

The aims and methods of teaching chemistry in the secondary schools. Special attention given to laboratory procedure and techniques. Prerequisite: Sixteen hours of chemistry and junior or senior rank. Offered on demand.

2 or 3 Hours

Chem. 487-488 Independent Study in Chemistry

1 to 3 Hours

Chem. 491-492 Honors Course

Advanced theoretical and experimental work in chemistry; an introduction to research. Enrollment is limited to seniors of superior ability and achievement. Permission of the Chairman of the Department is required. *1 to 3 Hours*

COMMUNICATIONS**AIMS**

The purposes are to help students integrate oral and written forms of communication in an inter-disciplinary approach and to enable them to develop an understanding and a philosophy of communication in a liberal education setting. Courses are designed to provide preparation for students desiring to do radio, television, newspaper or magazine work, free lance or professional writing, public relations counseling, advertising work, direction of high school or college publications, or teaching.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Twelve hours in English; twenty-four hours in communications, including a sequence of 101, 201, 203, 206, 375, three hours of Philosophy 202 or 301; three hours of Mathematics 381 is strongly recommended.

Comm. 101 Introduction to Mass Communications

History and function of communications. Role of mass media in modern society. *3 Hours*

Comm. 201 Reporting

Techniques and values of news reporting and news writing; writing of varied news stories; includes straight and interpretative news reporting. *3 Hours*

Comm. 202 Copy Editing and Layout

Principles and practice of preparing copy for publication; includes typography, layout and design of newspapers. *3 Hours*

Comm. 203 Public Speaking

Relationship of thought and oral communication with emphasis on performance; principles and models will be studied; speeches to inform and persuade will be delivered and criticized. Debate. *3 Hours*

Comm. 205 Advanced Public Address

Speeches and Oral Interpretation specially adapted to individual student needs and interests.

Comm. 206 Features

Writing human interest articles for magazines, newspapers, professional and trade journals. *3 Hours*

Comm. 301 Principles of Advertising

Study of principles, media, markets and merchandising; includes creative processes involving copy writing and layout. *4 Hours*

Comm. 302 Principles of Public Relations

The function of public relations in modern society, and the principles underlying its successful application; includes case studies of institutional programs. *4 Hours*

Comm. 325 Speech Correction

A study of the normal development of speech in children and of the common speech defects found at various grade levels. Methods of correcting defects in the classroom and ways in which the teacher and therapist can cooperate will be studied. *3 Hours*

Comm. 335 School Publications

Editorial and typographical problems of yearbooks, newspapers, handbooks, magazines, and other material. Laboratory work will include reportorial and editing work on one of the Bethany student publications. (Credit—No Credit) *2 Hours*

Comm. 375 Introduction to Radio and Television

History and social significance of the electronic media in American culture; includes laboratory experience on college electronic media facilities. *3 Hours*

Comm. 401 History of Journalism

History of the newspapers, magazines, radio, television in the U.S. *3 Hours*

Comm. 402 Public Opinion

Nature, significance and principles of public opinion; relationships of politics, culture and media to public opinion. *3 Hours*

Comm. 435 Internship in Mass Communications

First hand experience and knowledge in mass media, advertising, or public relations. Prerequisites: Comm. 201 and 202 for all assignments; also 375 for electronic media and 301 and 302 for advertising or public relations assignments. *2 Hours*

Comm. 477 Seminar in Communications

Research, discussion and criticism designed to correlate the work done in other courses. 1 Hour

Comm. 487 Independent Study

Subject include Methods and Materials of Teaching Communications, Photo-Journalism, Foreign Press, and specialized reporting. 1 to 3 Hours

ECONOMICS**AIMS**

The courses are intended to provide students with background for better understanding of current economic and social problems, and thus prepare them for intelligent citizenship; to train students for effective work in business, industry, or government; and to lay a solid foundation for graduate study.

REQUIREMENTS FOR FIELD OF CONCENTRATION*Requirements within the department:*

The Department of Economics requires a minimum of 27 hours in economics composed of the following core courses taken in the indicated sequence.

Freshman-Sophomore Years

Economics 200 Principles (4 hrs.)
Economics 265 Accounting (4 hrs.)

Junior Year

Economics 301 Microeconomics (4 hrs.)
Economics 302 Macroeconomics (4 hrs.)

Senior Year

Economics 401 Money and Banking (4 hrs.)
Economics 477 Senior Seminar (2 hrs.)
Economics 478 Senior Seminar (2 hrs.)

Requirements outside the department:

All majors are required to complete Statistics 381 and Calculus 201 by the beginning of the Junior Year. "A student must attain a grade of at least 'C' in Economics 200 before he may enter the Field of Economics or the approval of the chairman of the department."

Additional information:

The Junior Seminar is left to the creative ability of students and faculty, exploring current topics of mutual interest both in the field of economics and business. The purpose of the seminar is to challenge students to develop creative programs using the tools and skills of their major field of concentration.

Senior Seminar reviews research techniques and explores advanced economic problems for the purpose of supplementing and correlating the various areas of economics and business. This will be accomplished through discussion, special lectures, field trips, and will conclude with each student presenting a senior paper to an open forum.

Students who desire to pursue graduate work in economics should elect to take Economics 333, 334, and 441. Those who desire to pursue graduate work in business should elect to take Economics 320, 321, 324, and 365.

Econ. 151 Consumer Economics

The study of budgeting, installment buying, borrowing, savings, insurance, home purchasing, investments, and estate planning. This course cannot be used to satisfy hours for a major in the Department of Economics. *3 Hours*

Econ. 200 Principles of Economics

(Formerly Economics 201-202) An introduction to the inevitable problems which are associated with scarcity. Alternative methods of settling economic questions are discussed, with special emphasis placed on the functioning of the market system. Pricing, output determination, monopoly power, wage controls and price fixing are all discussed in relation to contemporary issues. The student is also introduced to problems of money and banking, growth, the labor movement, and business operations. Students will read broadly from non-technical literature as well as use conventional text materials. This course is a prerequisite for all other economic courses with the exception of Economics 151. *4 Hours*

Econ. 204 Contemporary Economic Issues

An intensive study of selected contemporary economic problems which require the student to use some of the analytical tools developed in Economics 200. Topics such as Appalachian poverty, water pollution, agriculture, urban renewal, regional economic development or economics of education could be studied. This course will attempt to utilize the "social laboratory" which surrounds the campus. Prerequisite: Economics 200. *3 Hours*

Econ. 265 Principles of Accounting

An introduction to national income accounting as well as basic accounting and business concepts; principles of recording business transactions; cash record and control; periodic adjustments of transaction

data; financial statement presentation; payroll accounting; accounting and reporting principles of partnerships; corporations, branches, and departments. *4 Hours*

Econ. 266 Principles of Accounting

Basic cost accounting principles including job cost and process cost systems; interpretation of financial statements; control of manufacturing costs through budgeting; flow of funds; tax considerations in business decisions, etc. *3 Hours*

Econ. 301-302 Intermediate Economic Theory

An advanced survey of the elements of economic theory primarily for students concentrating in Economics. First semester: resource allocation, price determination, output determination, and income distribution under various market conditions. Second semester: a study of national income and employment determination, inflation, growth and economic stability, interwoven with mathematical analysis and model building.

These courses are designed to introduce the student to the techniques of differential and integral calculus, linear equations, matrix algebra, and statistics as applied to the above analysis. Prerequisites: Economics 200, Statistics 381, and Calculus 201. *4 Hours Each*

Econ. 320 Principles of Marketing

The marketing function of the manufacturer, wholesaler, jobber, retailer, mail-order house, chain store and other marketing institutions; cost of distribution; problems of marketing management and planning; modern trends in marketing will all be discussed. *3 Hours*

Econ. 321 Managerial Economics

Sources, types, and uses of economic information in business and industry, development of the management point of view, use of related disciplines in problem analysis and decision making. Prerequisite: Economics 200. *3 Hours*

Econ. 324 Business Finance

(Formerly Economics 325) The study of basic business organizations and the planning of financial requirements. An intensive look at cash flow analysis, budgeting and internal controls, outside fund raising and expansion, financial strains and reorganization, and the money markets. Prerequisites: Economics 200, 265. *3 Hours*

Econ. 333 Labor

(Formerly Economics 431) A general course in labor economics with an emphasis on trade unionism; history and objectives of organized labor; employment and wage theory; managerial labor policies; collective bargaining; and current social, economic, and political aspects of labor management relations. Prerequisite: Economics 200. *3 Hours*

Econ. 334 International Trade

(Formerly Economics 331) The principles of international trade and finance and their application to the modern world; the theory of comparative advantage; exchange rates, monetary standards, tariffs, quotas, and commercial policy; capital movements; aid to less developed countries. Prerequisite: Economics 200. *3 Hours*

Econ. 365 Data Processing

A study of principles and essential characteristics of modern computers with illustrations employing several of today's models; features of computer languages, system analysis, flow charts with basic programming techniques, problem solving, and testing. *3 Hours*

Econ. 378 Junior Seminar

Seminar topics will vary from year to year depending on the interest of students and instructors. Intensive studies of such topics as business and government, cities and redevelopment, investment markets, and structure and environment of business will be announced. A seminar will be offered each term. *2 or 3 Hours*

Econ. 401 Money, Banking, and Fiscal Policy

(Formerly Economics 329) A study of the various money markets; the operation of commercial banks, Federal Reserve System, and the Treasury Department including an analysis of tax revenues, expenditures and debt financing. Prerequisites: Economics 200, 265. *4 Hours*

Econ. 441 History of Economic Thought

Outstanding writers and their ideas are studied in relation to the conditions that led to important changes and developments in economic thinking. *3 Hours*

Econ. 444 Comparative Economic Systems

The theoretical study of capitalism, socialism, and communism including actual economic systems exemplifying these modes studied in terms of their historical evolution. *3 Hours*

Econ. 477-478 Senior Seminar

Senior seminar reviews research techniques and explores advanced economic problems for the purpose of supplementing and correlating the various areas of economics and business. Students will select a seminar topic during the fall semester and a "public performance" of the senior paper will be given sometime during the spring semester. Occasionally special lectures and field trips will be offered. Open only to seniors in economics. *2 Hours Each*

Econ. 487-488 Independent Study in Economics

Only by approval of instructor and the Chairman of the Economics Department. *1 to 3 Hours*

EDUCATION

AIMS

To provide, in conjunction with other academic departments, balanced programs of preparation for elementary and secondary teaching based on a thorough background in the Liberal Arts; to promote maximum utilization of College and school resources at all levels for students' personal and professional development; to emphasize sound principles of effective teaching based on research in human development and learning; to prepare prospective teachers to utilize newly developed curricula, methods, and materials being adopted by progressive schools; to stimulate thinking about problems in education; to prepare students to continue their study in graduate school if they so desire.

Requirements for Teacher Education

A student preparing for elementary or secondary school teaching must plan to complete: (1) the distribution requirements for graduation described on page —, (2) a selection of courses providing appropriate subject matter background for his teaching, and (3) a program of professional education courses and experiences designed to give a broad understanding of concepts and skills in teaching. Bethany College is accredited for both elementary and secondary teacher preparation by the National Council for Accreditation of Teacher Education (NCATE).

All States have teacher certification requirements affecting some or all of the areas named in the preceding paragraph. Although a number of states grant special consideration to graduates of NCATE-accredited institutions, those preparing to teach must complete a state-approved program which may require a full four years of planned work. It is the student's responsibility to seek appropriate counseling promptly, preferably early in his freshman year, and to become familiar with all of the above requirements which apply to him.

The Department recognizes abilities which a student may have already established in a given subject matter area through previous training and experience and assists him in planning his program accordingly. Waivers or advanced standing granted by the College are noted on official transcripts so that courses from which a student is exempted may be applied toward certification requirements.

Leadership of children and youth groups, e.g., summer camp, scouts, church school, playground supervision, etc., are strongly recommended for students planning to teach.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN ELEMENTARY EDUCATION

Professional education courses are usually taken in the following sequence: Sophomore year—Ed. 201, 202, 242; Junior year—Ed. 341, 345 (prerequisite, Math. 226), 350-J, 376; Senior year—Ed. 443, 346, 301 and Psych. 333 (Psych. 101 is prerequisite for 333). The senior year courses, including student teaching, are taken the first semester and comprise a seventeen semester hour professional block in elementary education.

Additional courses in Education and other departments will be included to provide competency in special areas of elementary teaching and to meet individual needs and interests. At least 12 hours are required in a related area of subject specialization to qualify teachers for departmental or team teaching. This background will also enable graduates to pursue an academic area in a graduate program, which is now required for permanent certification in a number of states.

Course selection and sequences are subject to approval by the Department.

SECONDARY EDUCATION

Bethany College prepares junior and senior high school teachers in the fields of art, biology, chemistry, physics, general science, psychology, sociology, English, foreign languages, health and physical education, journalism, mathematics, music, and social studies. Combinations of fields are often advisable from the standpoint of employability.

A Field of concentration is not offered in secondary education as such. Students preparing to teach in secondary schools elect one or two academic fields representing their choice of teaching fields and an *area* in secondary education.

Required professional education courses are usually taken in the following sequence: Sophomore year—Ed. 202. Junior year—Ed. 350-J, 378, . . . 480 (methods and materials in teaching a particular subject field). Senior year—Ed. 475, 301, 328, and Psych. 333, (Psych. 101 is prerequisite). The senior year courses are taken the first semester and comprise a fifteen semester hour professional block in secondary education. Additional education courses may be included to meet certification requirements or individual needs and interests. The student may declare education as his related field in meeting the College graduation requirements.

The student will be counseled concerning his program by both the Chairman of the Education Department and his major department adviser. He should be sure his major adviser knows he is preparing to teach, so that the latter can recommend appropriate courses and refer him to others for advice when necessary. Programs designed for regular departmental majors may need substantial modification for prospective teachers.

Course selections and sequences in the secondary education area, including the 480 methods and materials course, are subject to approval by the Department of Education. The student's total preparation must be approved by this Department and the Chairman of his major department.

Admission to Teacher Education

Students interested in preparing to teach are urged to consult a member of the Education Department individually as soon as possible for counseling with respect to prospects for employment in the various teaching fields, course requirements, state certification requirements, etc.

During the second semester of the sophomore year, and after the student has enrolled in at least one education course, written application for admission to the elementary or secondary teacher education program should be submitted to the Department of Education on forms obtained from the Department.

Applications are appraised by the Teacher Education Review Committee with respect to academic achievement, emotional and physical fitness, personality traits, and other factors the Committee considers essential to a teaching career. The Committee may: (1) recommend full or conditional approval; (2) suggest programs to overcome certain deficiencies, or, in some cases, (3) recommend that the student not prepare for teaching.

A "C" average must be attained in all academic work and in all professional education courses attempted through the sophomore year for admission. All Committee recommendations for approval are on this condition.

The Committee may review a student's qualifications at any time and issue appropriate recommendations. The general qualifications of all students are reviewed at the time they apply for student teaching.

JANUARY EXPERIENCE

A period of observation and participation in a school is to be planned in cooperation with the Education Department staff preceding student teaching, normally during the January Term of the student's junior year. January Experience (Ed. 350-J) or its equivalent is a prerequisite to student teaching.

Professional Block

Each student pursuing a curriculum in teacher education will take a designed group of professional courses, including student teaching, during the *first* semester of the senior year. This is designated as the PROFESSIONAL BLOCK. Requirements for admission to the Block are as follows:

Prerequisites—Students should have satisfied all prerequisites to Education 443 or 475 that precede the professional block program. Prerequisites cannot be deferred until after student teaching or taken at another institution without *written* permission of the Department of Education.

Elementary Education—A student must have a general “C” average in all academic work, and a “C” average in professional (Education) courses taken prior to the time he is admitted to the Block.

Secondary Education—A student must have a general “C” average in all academic works, a “C” average in his teaching field(s), and a “C” average in professional education courses, including special methods courses, taken prior to the Block.

Application for Student Teaching—Students are required to make application for student teaching during the second semester of the junior year, on forms provided by the Education Department. This application requests the recommendation of the student’s Senior Adviser and requires the approval of the Chairman of the Department of Education. Applications will not be approved for students not previously admitted to teacher education, as explained above.

Community-based Professional Block—Student teaching and course work comprising the Block will be conducted for the entire first semester of the senior year at off campus centers (effective 1971-72 for elementary and probably 1972-73 for secondary) to provide the most effective field experience possible. Students enrolled will generally live in the community where the center is located. The college will assist in locating housing if desired, and is presently working out other details of the arrangement.

Students will not be permitted to schedule courses in conflict with the Block during the semester they are enrolled in it, or carry extracurricular activities which will interfere with the requirements imposed by the Block. Any exception to the above must be approved by the Chairmen of the Departments concerned and by the Dean of the Faculty. Students should *not* register for more than 17 hours of academic work, including student teaching, during the semester in which they are enrolled in the Block.

Certification

Near the end of his senior year, each student should initiate application procedures for certification in the state where he expects to teach.

All applications require the Education Department Chairman’s recommendation. To be recommended, a student must meet—in addition to certification requirements of the state for which he is applying

—the following qualifications: (1) successful student teaching experience; (2) completion of the National Teacher Examinations during his senior year, as arranged by the Education Department; (3) completion of an approved teacher education program; (4) eligibility for graduation; and (5) evidence of personal traits and character conducive to success as a teacher.

Ed. 201-202 Human Development and Learning

Individual and group development from infancy through adolescence. The types of school programs which best meet the needs and interests of young people as they relate to cognitive principles are considered. Observation and first hand contacts with children are provided. 201—infancy to adolescence; 202—adolescence to young adult. Freshmen admitted only with instructor's consent. *3 Hours*

Ed. 242 Principles and Curriculum of Elementary Education

Teaching and learning principles which affect planning for the development and education of the child through the first six grades, with an overview of curriculum as it affects the various levels in the elementary program. Planning with children and parents, teaching in the classroom and the community, organizing appropriate activities and materials, and reporting the child's progress to parents. *3 Hours*

Ed. 301 History and Philosophy of Education

Development of modern education in social, historical, and philosophical context, emphasizing ideas which have had the greatest impact on present day theory and practice and current philosophical issues in American education. *3 Hours*

Ed. 328 Principles and Techniques of Secondary Education

The aims, functions, and curriculum organization of the secondary schools; basic methods, materials and techniques, including evaluation, applicable to modern teaching in junior and senior high schools. Based on integrated observation in schools. *3 Hours*

Ed. 333 Educational Psychology

See Psychology 333. A study of the application of psychological principles to the field of Education. Included will be the areas of learning, transfer of training, individual differences, motivation, behavior modification, achievement testing, and the language and communication skills as they apply to education. Prerequisite: Psych. 101. *3 Hours*

Ed. 338 Psychological and Educational Tests and Measurements

See Psychology 338. The course will deal mainly with group testing, with attention to the construction and use of standardized and of *ad hoc* tests. The necessary correlation techniques will be included. Recommended especially for students in secondary education. Prerequisite: Psych. 101. *2 Hours*

Ed. 341 Language Arts in the Elementary Area

Teaching the skills of reading, listening, speaking and writing as they relate to the total curriculum throughout the elementary program. Strong emphasis on teaching of reading and the integration of the related areas in language arts. Classroom experience in public school.

3 Hours

Ed. 342 Children's Literature in the Elementary School

Includes a background of the history of children's literature; familiarity with established and current literature in this area; methods and techniques of using current literature; work with children.

3 Hours

Ed. 345 Teaching Mathematics in Elementary Area

Emphasis on arithmetical skills, including the understanding of fundamental processes; comparison of different philosophies in teaching arithmetic; elements of modern mathematics; practical application of arithmetical skills at all levels of the curriculum. Classroom experience in public schools. Prerequisite: Mathematics 226 or consent of instructor.

3 Hours

Ed. 346 Teaching Social Studies and Science in Elementary Area

Emphasis on science and social studies including history and geography. Approached through various methods including unit study, inquiry, experimentation, etc. Planning the curriculum to bring about understanding of these areas in relation to living in our society.

3 Hours

Ed. 350-J January Observation Experience

Guided observation and limited participation in teaching or administrative duties in elementary or secondary schools, usually during the January Term of the junior year. Arrangements must be cleared in advance through the Education Department.

Non-Credit

Ed. 365 Audio-Visual Education

Selection and effective utilization of visual and auditory materials and equipment including pictures, slides, motion pictures, television, recordings, and programmed materials. Laboratory experiences with audio-visual materials and equipment. Students who have not completed any professional education courses admitted only with the instructor's consent.

2 Hours

Ed. 376 Junior Seminar in Elementary Education

Exploration of various phases of the total aspect of teacher preparation.

1 Hour

Ed. 378 Junior Seminar in Secondary Education

School organization, control and finances. Status of the teaching profession, employment, advancement, salary policies, teacher evaluation, retirement, tenure, contracts, working conditions, rights and responsibilities, professional organizations, teacher education, certification, accreditation. Student teaching orientation.

1 Hour

Ed. 443 Observation and Directed Teaching in Elementary Education

Observation and full-time teaching at both primary and intermediate levels for an eight-week period, distributed to include a minimum of 200 clock hours of direct teaching responsibilities. Students are required to submit an application for permission to take this course prior to advance registration. Students should not register for more than seventeen hours of academic work, including student teaching, during the semester that this course is carried. Prerequisite: Education 201-202, 242, 341, 345, 376, and Ed. 350-J; concurrent enrollment in Education 301, 346, and Psychology 333. *8 Hours*

Ed. 452 Education of Exceptional Children

Identifying exceptional children, understanding their situation and behavior, working with them as learners and group members, and directing their handling of themselves as members of society. Seminar discussions, readings, work with children and application of integrated knowledge of work with children. Prerequisite: Ed. 443 or consent of instructor. Not offered 1971-72. *3 Hours*

Ed. 475 Observation and Directed Teaching in Secondary Education

Observation and full-time teaching in public secondary schools; participation in school activities; acquaintance with the role of teachers and principals in administration of the high schools. *Seminar is required throughout the semester.* Students are required to make application for permission to take this course prior to advance registration. Students should not register for more than sixteen semester hours of academic work including student teaching during the semester that the course is carried. Prerequisite: Education 202, 378, 350-J, and 480; concurrent enrollment in Education 301, 328, and Psychology 333. *6 Hours*

Ed. 478 Senior Seminar in Secondary Education

Professional procedures for securing employment; certification provisions; ethical and legal concerns of teachers; careers in education; resources for continuing professional growth; planning for the first year of teaching. *1 Hour*

Ed. 480 Special Methods and Materials in Teaching
2 or 3 hours. Se courses offered in several departments, viz:

Art 480

Biology 480

Chemistry 480

Communications 480

English 480

Foreign Languages 480

Mathematics 480
Music 480
Physical Education 480
Physics 480
Psychology 480
Social Science 480

Also see auxiliary methods courses, i.e. Art 342, Music 479, and Physical Education 464.

Ed. 485 Developmental Reading in Secondary School

Review of the fundamental word attack skills and reading comprehension initiated in the elementary school, stressing further development at the secondary levels. Application to various content areas will be made through directed observation in a public school. *1 Hour*

Ed. 487-488 Independent Study in Education

1 to 3 Hours

ENGLISH

AIMS

To teach students to write effectively and to understand the structure of the English language; to provide them with a knowledge of major literary works; to provide them with standards for the intelligent evaluation of literature.

REQUIREMENTS FOR FIELD OF CONCENTRATION

1. Concentration in English requires a minimum of 32 hours in the department. The following courses are required: 221, 225-226, 341-342, 392, 477, 478, 490. In addition to these 24 hours, each student will elect, after consultation with the Chairman of the Department, courses or independent study which will extend his knowledge of one or two areas, provide background for his Senior Essay and part of his Senior Comprehensive Examination, and prepare him for further study or a career. The program of a student preparing for law or another professional school will thus be different from that of a student preparing for a career as a professional writer, and from that of a student preparing for graduate study in English or the teaching of English. At least 12 hours of courses in a related department will be elected on the same basis.

2. Comprehensive Examination in English: all students will take the Undergraduate Record Examination in Literature and will have ap-

proximately half of their Essay Comprehensive Examination in common. The remainder of the essay examination will be individualized for each student, being based on the areas to which he has devoted special attention.

3. A student will not be accepted for concentration in English later than the beginning of his fifth semester unless he has completed English 221 and either English 225-226 or English 341-342.

4. Students concentrating in English are expected to attain a minimum grade of C in all courses in the department.

Eng. 110 Expository Writing I

Training and practice in the writing of clear expository prose. Each student will write at least seven essays using traditional rhetorical principles. The course also includes instruction and practice in methods of library research and the preparation of documented papers. Each student will write at least one paper based on his research. Recommended for students whose performance on the Initial Writing Qualification Test or the Freshman Writing Qualification Test is unsatisfactory. Open only to Freshmen and Sophomores. Offered both semesters.

0 Hours

Eng. 210 Expository Writing II

Training and practice in the writing of clear expository prose. Each student will write at least seven essays using traditional rhetorical principles and based on subjects related to his field of concentration. The course also includes instruction and practice in methods of library research and the preparation of documented papers. Each student will write at least one paper based on his research. Recommended for Juniors whose performance on the Sophomore Writing Qualification Test is unsatisfactory. *Required for Seniors whose performance on the Junior Writing Qualification Test is unsatisfactory.* Not offered first semester 1971-72. Thereafter offered both semesters

0 Hours

Eng. 219 Mythology

A study of myths and legends (chiefly Greek and Roman) and their use in literature.

1 Hour

Eng. 221 Preface to Literary Studies

An introduction to methods of studying literature. The course includes the following: the forms and techniques of poetry and prose; critical approaches to literature; bibliography; the preparation of critical essays and research papers. The course is designed for students concentrating in English. Other students may register only after consultation with the instructor.

3 Hours

Eng. 225-226 British Literature

The development of British literature from the beginnings to the present. First semester: from Beowulf to approximately 1800. Second semester: from approximately 1800 to the present.

4 Hours

Eng. 251-252 Literature of the Western World

A study of literary works which are significant in the development of Western civilization and modern man. The material is presented chronologically. The first semester includes selections from Homer, Greek drama, Dante, Chaucer, and others. The second semester includes selections from Cervantes, Milton, Melville, Dostoievsky, Ibsen, and others. Recommended for students not concentrating in English.

4 Hours

Eng. 305 Advanced Writing

Intensive practice in the writing of imaginative or expository prose, with emphasis upon the achievement of literary excellence. Individual assignments and frequent conferences. May be repeated for credit. Prerequisite: consent of the instructor. Does not satisfy Group IV distribution requirement.

2 or 3 Hours

Eng. 306 The Development of Modern English

Study of the English language from Anglo-Saxon to Modern English, with emphasis upon the structure and vocabulary of the later. Does not satisfy Group IV distribution requirement.

3 Hours

Eng. 341-342 American Literature

Study of major writers from the Colonial Period to the present, with emphasis upon those of the nineteenth and twentieth centuries.

3 Hours

Eng. 392 Literary Criticism

Study of the value and function of criticism and of various critical approaches to literature from Aristotle to the present. Practical criticism and analysis of poetry and prose. Prerequisite: 12 hours in literature courses in the department.

3 Hours

Eng. 401-402 Shakespeare

Study of the major plays. Approximately twelve plays are read each semester.

3 Hours

Eng. 405-406 Studies in American Literature

A seminar for the study of a single theme, genre, or movement, or of the work of several related writers. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. 1971-72. First and second semesters: American Renaissance. Prerequisite: Eng. 341-342 or consent of instructor.

3 Hours

Eng. 407-408 Studies in Literary Periods

A seminar for the study of a limited period of time in British literature. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. 1971-72 First semester: Sec. 1, 18th Century Poetry and Drama. Sec. 2, Victorian Novel. Prerequisite: English 225-226 or consent of instructor.

3 Hours

Eng. 409-410 Studies in Major Authors

A seminar for the study of major American, British or European authors. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. 1971-72 First semester: Chaucer. Second semester: Major Romantic Poets. Prerequisite: consent of the instructor. *3 Hours*

Eng. 411-412 Studies in Literary Genres

A seminar for the study of a single literary genre or mode, such as the epic, the novel, biography, tragedy, or satire. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. 1971-72 First semester: Black Writers. Second semester: Modern Drama. Prerequisite: consent of the instructor. *3 Hours*

Eng. 413-414 Studies in Literary Themes and Motifs

(See Religion 451 and Religion 353.)

A seminar for the study of a single theme or motif in literary works in English or in translation. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. 1971-72 First semester: Images of Man in the Bible and Literature. Second semester: Spirit and Form in Twentieth Century British Fiction. Prerequisite: Consent of the instructor.

3 Hours

Eng. 477 Senior Seminar

Reading, criticism and research designed to correlate the work of other courses. Prerequisite: Eng. 221, 225-226, 341-342, 392. *2 Hours*

Eng. 478 Senior Seminar

A continuation of Eng. 477.

1 Hour

Eng. 480 Methods of Teaching English

(See Education 480) Study of methods and materials used in teaching English in secondary schools. *2 Hours*

Eng. 487-488 Independent Study

Individual study in any area of literature in which the student is interested. The number of papers and conferences will be determined by the instructor. Prerequisite: Six hours in literature courses in the department and consent of the instructor. *1 to 2 Hours*

Eng. 490 Senior Essay

A major paper on a topic developed from at least one of the student's elective courses in the department. The Essay will be supervised by the member of the English staff best qualified to assist the student. During his Junior year, the student should choose a topic and make a preliminary investigation of it after consulting with his supervisor. A list of instructions and suggestions for preparing and submitting the Essay may be obtained from the Chairman of the Department. *1 Hour*

Eng. 491-492 Honors

Advanced independent study for students of superior ability and achievement. Prerequisite: recommendation of the Chairman of the Department. *1 to 3 Hours*

FINE ARTS

AIMS

The Department of Fine Arts is not a separate faculty; it draws upon the faculties and curricula of the Departments of Art, Music, Philosophy, and Speech and Drama. Its aims are to give expression to the aesthetic unity of the various forms and modes of art, and to permit students to pursue a non-professional interest in these fields.

REQUIREMENTS FOR FIELD OF CONCENTRATION

All students concentrating in Fine Arts must take Fine Arts 201-202; Art 241 or Art 242; Theatre 301; Music 101 or Music 111; Philosophy 378; and Fine Arts 478. In addition, at least eight courses must be elected from at least two of the following categories, with an emphasis (five courses) in one of the categories. At least four of these eight courses must be in courses 300 or above.

1. Art: advance art studio and art history courses.
2. Music: music theory and music literature courses.
3. Communications: basic speech courses.
4. Theatre: advanced theatre courses.

Students electing this field of concentration would also normally be expected to participate extra-curricularly in at least some of the performing and practicing activities in the area of emphasis.

A student concentrating in Fine Arts may elect a related field in another Department, or in Art, Music, or Theatre. In the latter case, however, the related field may not be the same as the area of emphasis, and the same courses may not be used in satisfying the requirements both for the field of concentration and for the related field.

Students primarily interested in Art or Music should also consult the sections of this catalogue dealing with the fields of concentration in those Departments.

Fine Arts 201-202 Introduction to the Arts

An introduction to the elements of the graphic and plastic arts and music and to the organization of these elements in works of art through the examination of representative master works of Western art from all ages. Consideration is given also to aesthetic functions and values. The sequence is chronological, the first semester extending to mid-18th century, the second, from that point to the present.

*3 Hours***Fine Arts 478 Seminar**

A survey review of the Fine Arts area concentrating upon the student's field of emphasis, largely in preparation for the senior comprehensive examination. Required of all seniors in the Fine Arts Field. *2 Hours*

FOREIGN LANGUAGES**AIMS**

To introduce students to the language, literature and culture of France, Germany and the Spanish-speaking countries; to provide training in reading for students who are interested in scientific or historical study requiring a foreign language as a "tool subject"; and to give adequate training in language, literature and expression to students who are preparing to be teachers, translators, or representatives in foreign service.

**REQUIREMENTS FOR FIELD OF CONCENTRATION
IN FRENCH, GERMAN, OR SPANISH**

A minimum of twenty-four hours in the language, not including French 101-102, German 101-102 or Spanish 101-102, with eighteen hours of advanced courses. A reading knowledge of one foreign language other than the one chosen as the field of concentration is strongly recommended. Students expecting to teach a foreign language must complete Foreign Languages 480. Foreign Languages 425 is required in each field. History 301 and 302 are recommended. Sequence of courses subject to approval of the Department Chairman.

**REQUIREMENTS FOR FIELD OF CONCENTRATION
IN FOREIGN LANGUAGES**

A minimum of eighteen hours in advanced courses in French, German or Spanish; at least six hours advanced courses in a second language; reading knowledge of the third; Foreign Languages 425. The sequence of courses is subject to approval of the Chairman.

French

Fr. 101-102 First Year French†

Fundamentals of grammar, pronunciation and composition. Emphasis on audio-lingual approach to develop basic skills of comprehension, speaking, writing, and reading. Two half-hour laboratories per week in addition to four hours' classroom work. Course is intended primarily for students who have no acquaintance with the language. Not more than eight hours credit can be earned in 101-102 and 151-152. *4 Hours*

Fr. 151-152—First Year French (Review)†

A review of the fundamentals of grammar, pronunciation and composition for students who have studied French before but who do not make a high enough score on the entrance placement test to admit them to French 201-202. Two one-half hour laboratory work per week in addition to two hours' classroom work. Not more than eight hours credit can be earned in 101-102 and 151-152. *2 Hours*

Fr. 201-202 Intermediate French†

Grammar review, composition, intensive and extensive reading. Two half-hour laboratories per week in addition to two hours' classroom work. Prerequisite: French 101-102 or a satisfactory standing in an achievement test. *2 Hours*

Fr. 301-302 Conversation and Composition

Conversation, dictation, and composition. Special attention to current publications and present day events. To fulfill the requirements the student must attend the weekly language table at the dinner hour. Prerequisite: French 202 or equivalent. *3 Hours*

*Fr. 303-304 The Novel

The French novel from its beginning to the twentieth century. Conducted in French. Prerequisite: A good reading knowledge of French. French 202 Recommended. Offered in 1972-73. *3 Hours*

*Fr. 325 Nineteenth Century French Literature

A critical study of representative authors of each literary movement of the 19th century: romanticism, realism, symbolism, naturalism. Special emphasis on poetry and the novel. Prerequisite: A good reading knowledge of French. French 327-328 recommended. Conducted in French. Offered in 1971-72. *3 Hours*

†Students may not proceed from French, German, or Spanish 101 to 102, from 151 to 152, from 102 or 152 to 201 or from 201 to 202 unless they have satisfactorily completed the previous course. This requirement may not be waived except by permission of the Chairman of the Foreign Language Department.

***Fr. 326 Twentieth Century French Literature**

A critical study of major authors of 20th century French literature from Apollinaire to Robbe-Grillet. Emphasis on modern drama and novel. Prerequisite: A good reading knowledge of French. French 325 or one semester of French 327-328 recommended. Conducted in French. Offered in 1971-72. *3 Hours*

Fr. 327-328 History of French Literature

Survey of French literature from the early periods to the present time. Readings in French from an anthology. Conducted in French. Prerequisite: A reading knowledge of French. 301-302 recommended. *3 Hours*

***Fr. 425 Seventeenth Century Literature**

Study of the plays of Corneille, Racine, and Moliere. Readings in Descartes, Pascal, Boileau and others. Conducted in French. Prerequisite: A good reading knowledge of French; French 327-328 recommended. Offered in 1972-73 *3 Hours*

***Fr. 426 Eighteenth Century French Literature**

French enlightenment including readings in Voltaire, Montesquieu, Marivaux, Diderot and Rousseau. Prerequisite: A good reading knowledge of French. French 425 or one semester of French 327-328 recommended. Offered in 1972-73. *3 Hours*

German**Ger. 101-102 First Year German†**

Fundamentals of pronunciation, grammar, reading and composition. Emphasis on audio-lingual approach to develop basic skills of comprehension, speaking, writing, and reading. Two one-half hour laboratory work per week in addition to four hours' classroom work. For students who have no acquaintance with the language. *4 Hours*

Ger. 201-202 Intermediate German†

Grammar review, composition, dictation, intensive and extensive reading. Two half-hour laboratories per week in addition to two hours' classroom work. Special emphasis on outside reading in student's field of concentration. Prerequisite: German 101-102, or equivalent. *2 Hours*

Ger. 301-303 Conversation and Composition

Conversation, dictation, and composition. Special attention to current publications and present day events. To fulfill the requirements the student must attend the weekly language table at the dinner hour. Prerequisite: German 202 or equivalent. *3 Hours*

†Students may not proceed from French, German, or Spanish 101 to 102, from 151 to 152, from 102 or 152 to 201 or from 201 to 202 unless they have satisfactorily completed the previous course. This requirement may not be waived except by permission of the Chairman of the Foreign Language Department.

***Ger. 303-304 Nineteenth Century Literature**

Reading and critical study of the nineteenth century, especially Kleist, Hebbel, Heine, Keller; special emphasis on the drama and the Romantic School. Outside readings and reports. Conducted in German. Prerequisite: A reading knowledge of German. Offered in 1972-73.
3 Hours

***Ger. 327-328 History of German Literature**

German literature from the Hildebrandslied to the twentieth century. A reading knowledge of German is desirable, but not essential. *3 Hours*

***Ger. 427-428 Eighteenth Century Literature**

Readings from the works of Lessing, Goethe and Schiller. Conducted in German. Prerequisite: A reading knowledge of German. Outside reading and reports. Offered in 1971-72. *3 Hours*

Greek

Students wishing to study Greek language and literature should enroll in FOREIGN LANGUAGE 487-488. See also, RELIGION 211-212 and 411-412, BEGINNING and INTERMEDIATE NEW TESTAMENT GREEK. These courses do not meet F. L. requirement.

Latin

Students wishing to study Latin language and literature should enroll in FOREIGN LANGUAGE 487-488.
Latin does not meet F. L. requirement.

Spanish

Span. 101-102 First Year Spanish†

Fundamentals of pronunciation, grammar, reading and composition. Emphasis on audio-lingual approach to develop basic skills of comprehension, speaking, writing, and reading. Two one-half hour laboratory work per week in addition to four hours' classroom work. For students who have no acquaintance with the language. Not open to students who have had previous instruction in Spanish. Not more than eight hours credit total can be earned by any combination of 101-102 and 151-152. *4 Hours*

†Students may not proceed from French, German, or Spanish 101 to 102, from 151 to 152, from 102 or 152 to 201 or from 201 to 202 unless they have satisfactorily completed the previous course. This requirement may not be waived except by permission of the Chairman of the Foreign Language Department.

Span. 151-152 First Year Spanish (Review)†

A review of the fundamentals of grammar, pronunciation and composition for students who have studied Spanish before but who do not make a high enough score on the entrance placement test to admit them to Spanish 201-202. Two one-half hour laboratory work per week in addition to two hours' classroom work. Not more than eight hours credit can be earned by any combination of 101-102 and 151-152.

2 Hours

Span. 201-202 Intermediate Spanish†

Grammar, oral work and reading. Practice in dictation, writing and speaking. Reading of modern prose and plays. To half-hour laboratories per week in addition to two hours' classroom work. Prerequisite: Spanish 101-102 or equivalent.

2 Hours

Span. 301-302 Conversation and Composition

Conversation, dictation, and composition. Special attention to current publications and present day events. To fulfill the requirements the student must attend the weekly language table at the dinner hour. Prerequisite: Spanish 202 or equivalent.

3 Hours

***Span. 325 Introduction to Latin American Literature**

A general survey of Latin American literature from the 16th to the 20th century with special attention to Modernism and contemporary movements. Conducted in Spanish. Prerequisite: Span. 202 or equivalent.

3 Hours

***Span. 327-328 Survey of Spanish Literature**

A general survey of Spanish Literature from its beginnings in the Medieval period to the present. Lectures, readings, and reports. Conducted in Spanish. Prerequisite: Spanish 202 or permission of the Chairman of the Department. Offered in 1971-72.

3 Hours

***Span. 426 Spanish Literature of the Golden Age**

A survey of the 16th and 17th centuries with particular emphasis on *Don Quixote*. Offered in 1972-73.

3 Hours

***Span. 427 Spanish Realism of the 19th Century**

A study of the development of the drama and novel during the period of realism in Spain. Prerequisite: A reading and speaking knowledge of Spanish. Offered in 1971-72.

3 Hours

***Span. 428 Twentieth Century Spanish Literature**

A study of Spanish literature from the beginning of the 20th century. Prerequisite: A reading and speaking knowledge of Spanish. Offered in 1971-72.

3 Hours

†Students may not proceed from French, German, or Spanish 101 to 102, from 151 to 152, from 102 or 152 to 201 or from 201 to 202 unless they have satisfactorily completed the previous course. This requirement may not be waived except by permission of the Chairman of the Foreign Language Department.

***F.L. 425 Linguistic Development of Languages**

An introduction to historical, structural and applied linguistics. The development of English, French, German and Spanish from the Indo-European to modern times. Special emphasis on current developments in linguistics and semantics. Required of all majors in the department. Open to other students with the permission of the Chairman of the Department. Offered in 1971-72. *3 Hours*

F.L. 478 Seminar

Intensive, integrated study in field of concentration. Geography, history, government, education, science, press, art and music of French, German or Spanish-speaking countries. Required of students selecting a Field of Concentration in Foreign Languages. *3 Hours*

F.L. 480 Methods and Materials in Teaching Foreign Languages

Study of methods, classroom materials, extra-curricular activities necessary for the teacher of French, German, or Spanish. Special emphasis on the audio-lingual techniques, applied linguistics and language laboratory. *3 Hours*

F.L. 487-488 Independent Study in European Languages

1 to 3 Hours

F.L. 491-492 Honors Course

Minor research studies. Readings, conferences, and reports on a field of special interest. Enrollment limited to students concentrating in Foreign Languages who are seniors of superior ability and achievement. Permission of the Chairman of the Department required. *1 to 3 Hours*

GENERAL SCIENCE

G. Sci. 209 History and Philosophy of Science

A study of the major ideas conceived by Western man in attempting to comprehend the natural world. Prerequisite: One year of college level science or consent of instructor. Offered first semester, 1971-72. *3 Hours*

G. Sci. 210 Technology and Culture

An historical examination of the effects of technological innovations upon various societies special emphasis being placed upon technology of the Western world since 1850. Offered second semester, 1971-72. *3 Hours*

GEOGRAPHY AND GEOLOGY

Geog. 201 Principles of Geography

The general principles of the science including earth origins, the results of the dynamic geological agencies tending to change its surface. Practical work in mineralogy, physiology and stratigraphy is required during the course. *3 Hours*

Geog. 302 World Geography

A study of the physical, social, and political geographic factors of the world today. Recent changes in Europe, Asia and Africa will be stressed. *3 Hours*

HEURISTICS

Heur. 101-102

A seminar designed to introduce freshmen to liberal self-education through critical observation, rational argument, and precise expression. The subject of enquiry may vary from section to section. *2 Hours*

HISTORY AND POLITICAL SCIENCE

AIMS

To present the origin and development of institutions and ideas; to point out the great traditions that are molding our thought and action today; and to gain a better perspective of our political, economic, cultural, and social life. The courses in Political Science are intended to acquaint the student with political institutions and political problems in the United States and the world today.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN HISTORY

Twelve hours in European and World History, including History 301-302, twelve hours in American History, six hours in Political Science, and History 477-478. Three hours should be selected from the area of African, Asian, or Latin American History. Students are encouraged to select a related field from one of the other social sciences, the humanities, or some other clearly related area of study.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN POLITICAL SCIENCE AND HISTORY

Students selecting a field of concentration in this area are required to take Political Science 225, 327, 328, and History 201, 202, 301, and 302. Nine hours should be elected from Political Science 226, 339, 341, 465, and History 466. The following courses may also be

included as part of the field of concentration: History 371, 372, 426, and Communications 402. Students are encouraged to select a related field from one of the other social sciences, the humanities, or some other clearly related area of study.

European and World History

Hist. 100 Development of World Civilizations

The development of political social and cultural institutions from ancient times to the twentieth century, especially as they contribute to an understanding of our civilization. Assignments dealing with Asia, Africa and Latin America will be included. *4 Hours*

Hist. 209 The History and Philosophy of Science

See General Science 209.

3 Hours

Hist. 297-298 Special Studies in History

A course designed to allow students to study under professors and other competent foreign visitors who are on the Bethany campus on a short term basis. Depending upon the instructor at the time, the course may deal with either the history or recent developments in areas such as Africa, Asia, Latin America, Eastern Europe, etc. *1 to 3 Hours*

Hist. 301-302 Modern European History

A survey of European civilization from the sixteenth century to 1945. Second semester begins with 1815. *3 Hours*

*Hist. 303 Modern Economic History and Development

A study of the development of modern industrial economics. Emphasis will be placed on nineteenth and twentieth century United States development and economic history. Attention will also be paid to the problems of the underdeveloped economies of the twentieth century. *3 Hours*

Hist. 325 British History To The Eighteenth Century.

Political, economic, intellectual, social and cultural topics will be discussed. The British before 1066 as an emerging primitive people, medieval Britain, sixteenth century protest and national identity, and the nature of seventeenth century revolution will be considered. Offered in 1972-73. *3 Hours*

Hist. 326 British History Since The Seventeenth Century

British history in the eighteenth, nineteenth and twentieth centuries will be included. Political, economic, intellectual, social and cultural matters will be discussed. Pre-modern peasantry, the British attitude towards the American Revolution, the "greatest good of the greatest number," imperialism, the twentieth century Establishment, and post-1945 Britain will be considered. *3 Hours*

Hist. 368 History of Russia

A survey of Russian civilization with emphasis on the period since 1917. Offered in alternate years. *3 Hours*

Hist. 371 or Pol. Sci. History and Politics of Africa and the Middle East

A survey of the area. The effect of geography, tribal development and the European impact on the present problems of the area will be studied. Developments since World War II will be emphasized. *3 Hours*

Hist. 372 or Pol. Sci. History, Culture and Politics of Asia

A survey of the history, civilization and recent developments in South, East and Southeast Asia. *3 Hours*

Hist. 391 Studies in the History of the Ancient Near East

Subtitle for 1971: HELLENISTIC CIVILIZATION. See Religion 491. *3 Hours*

***Hist. 427 Ancient Civilization**

A history of the Near East, Greece, and Rome to the fourth century A.D. *3 Hours*

***Hist. 428 The Middle Ages**

European civilization from the fourth to the fifteenth centuries. Offered in 1972-73. *3 Hours*

***Hist. or Pol. Sci. 466 British Constitutional History**

A history of British constitutional and legal developments from the medieval period through the twentieth century. *3 Hours*

***Hist. 468 Revolution and Reaction in Modern History**

A comparative study of the Puritan, American French and Russian revolutions. Emphasis will be placed on the origins and characteristics of revolution, the roles of revolutionary figures, and the nature of reactions to revolutions. Offered in 1972-73. *3 Hours*

Hist. 477 Seminar in History

A study of the sources, materials, historical criticism and interpretations of history. Required of all students with a Field of Concentration in History and Political Science. *3 Hours*

Hist. 478 Seminar in History

A combination of History 477 which includes a Senior Paper. Required of all students with a Field Concentration in History and Political Science. *1 Hour*

American History

Hist. 201-202 United States History

The political, economic and social growth of America. First semester covers the period of exploration to 1865; second semester covers from 1865 to the present day. *3 Hours*

Hist. 225 West Virginia History, Government and Geography

The history of the western section of Virginia to the Civil War and the history and government of West Virginia to the present day. The physical, political and social geography of the state will be included. *2 Hours*

***Hist. 341 The Development of the American Nation**

A history of the United States from 1816 to 1850. This course considers the growth of American nationalism following the War of 1812; the rise of Jacksonian Democracy and the effects of that movement through the Polk administration. Offered in 1972-73. *3 Hours*

***Hist. 342 The Age of Big Business**

The political, social, and economic history of the United States from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform. Offered in 1972-73. *3 Hours*

***Hist. 344 Civil War and Reconstruction**

A study of the coming of the American Civil War and the period of Reconstruction to the year 1877. Attention is devoted to the evolution of the slavery controversy, the constitutional question of nullification and secession, the development of Southern nationalism, an analysis of Civil War causation, the campaigns of the war, and objectives and programs of Presidential and of Congressional Reconstruction. Hist. 201 or its equivalent as a required prerequisite. *3 Hours*

***Hist. 423 Contemporary United States History**

A study of the political, economic, diplomatic and social history of the United States since 1933. *3 Hours*

***Hist. or Pol. Sci. 426 Latin American History**

A cultural and political history of Central and South America with emphasis on the period since 1890. *3 Hours*

Hist. 487-488 Independent Study in History

1 to 2 Hours

Hist. 491-492 Honors Course

Advanced projects and minor research studies in history and political science. Readings, conferences and reports on a field of special interest. Enrollment limited to students concentrating in History who are seniors of superior ability and achievement. Permission of the Chairman of the Department required. *1 or 2 Hours*

Political Science

Pol. Sci. 225 American Government

A study of the principal institutions and processes of American national government. Particular emphasis is given to the Constitution, the Presidency, the Supreme Court, Congress, political parties and pressure groups. *3 Hours*

Pol. Sci. 226 State and Local Government

A study of the government and politics of states and localities. Attention is given to intergovernmental relations, structure and organization, and functions and problems. *3 Hours*

Pol. Sci. 327 History of Political Thought

A survey of the political theories of the Western world. A special effort is made to relate the principal themes in political thought to contemporary politics. *3 Hours*

Pol. Sci. 328 Comparative Government

A comparative study of governments of the major powers of Europe, including Great Britain, France, the German Federal Republic, and the Soviet Union. A study of comparative political institutions throughout the world is included. *3 Hours*

Pol. Sci. 339 American Political Parties

A study of major and minor political parties in the United States. Attention is given to the function, history, structure, tactics, and financing of political parties in a democratic system. Classroom work may be supplemented by field work involving observation of party headquarters and political campaigns. Political Science 225 or 226 or History 201 or 202 are recommended for background in the field. *3 Hours*

Pol. Sci. 341 American Foreign Policy

A study of the historical development of American foreign policy and its important contemporary trends. The course emphasizes an analysis of the United States' major commitments in the years since World War II. *3 Hours*

Pol. Sci. 347 International Organization, Peace and Disarmament

A study of the structure of the United Nations with an emphasis on its role in international disputes and arbitration activities. This course will include the history of such activities as well as current problems in these areas of contemporary concern. *3 Hours*

Pol. Sci. 402 Public Opinion

For a description of this course see Communications 402.

***Pol. Sci. or History 465 Constitutional Law**

A study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. Political Science 225 or History 201-202 recommended for background in the field. *3 Hours*

Pol. Sci. 487-488 Independent Study in Political Science

1 or 2 Hours

Pol. Sci. 491-492 Honors Course

Advanced projects and minor research studies in history and political science. Readings, conferences and reports on a field of special interest. Enrollment limited to students concentrating in History and Political Science who are seniors of superior ability and achievement. See also History 491-492. Permission of the Chairman of the Department required. *1 or 2 Hours*

Social Science

Soc. Sci. 201-202 Contemporary Issues

A course designed primarily to provide future teachers a basic background in some of the major social, economic and political problems of our times. International, urban, cultural, and American political and economic problems will be emphasized. *3 Hours*

Soc. Sci. 480 Methods and Materials in Teaching Social Studies

Nature, objectives, and curricula of social studies in junior and senior high schools. Concepts to be emphasized and ways of approaching. Methods, techniques, teaching aids, and other resources. Resource units, lesson plans, evaluation, teaching reading and study skills. *2 Hours*

MATHEMATICS

AIMS

To provide the general student with a knowledge of the mathematical foundation of our civilization, to give the prospective teacher an understanding and appreciation of the fundamental ideas of elementary mathematics; to provide a tool for the technical student; and to give the prespective graduate student a foundation for later study and research.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MATHEMATICS

A minimum of thirty hours in the department, including Mathematics 202-203, and at least fifteen hours of advanced courses which must include Mathematics 353 and 401-402. Students interested in mathematics as a teaching subject should elect Mathematics 326, and 354. Students interested in science and engineering should elect Mathematics 350 and 451. Students interested in economics should elect Mathematics 325 and 382. Students interested in graduate school mathematics should elect Mathematics 301-302 and 403. Two courses in the department should be taken in the senior year. Sequence of courses subject to approval of the Senior Adviser.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN APPLIED MATHEMATICS

Option I (Physics and/or Chemistry). A minimum of thirty-three hours with at least eighteen hours in the Department of Mathematics which must include Mathematics 202-203, 350 and 451 and fifteen hours in the Department of Physics and/or Chemistry which should include Physics 301-302, and Chemistry 439-440. Recommended courses include Mathematics 401-402, Physics 303-304, Physics 365-366, and Chemistry 473-474. Sequence of courses subject to approval of the Senior Adviser.

Option II (Economics). A minimum of thirty-three hours with at least eighteen hours in the Department of Mathematics which must include Mathematics 202-203, 328, 381 and fifteen hours in the Department of Economics which must include Economics 301-302. Recommended courses include Mathematics 252, 325, 350 and/or 382 and Economics 265-266, and 365. Sequence of courses subject to approval of the Senior Adviser.

Option III (Computer Science) A minimum of thirty hours with at least twenty-one hours in the Department of Mathematics which must include Mathematics 201-202-203, 353, 354 and 382. Minimum of nine hours in a related field subject to the approval of the Senior Adviser. Recommended courses include Mathematics 325, 401-402 and Economics 266.

Math. 103 Algebra and Trigonometry

Basic mathematics for Freshmen entering with three years or less of high school mathematics, for students whose background is insufficient for the calculus course and for students who need mathematics as a foundation for study in the social or biological sciences, general physical science, education, or business. The course includes set theory,

linear and quadratic equations and inequalities, graphs of functions, remainder and factor theorems, equations involving radicals, ratio and proportion, basic trigonometry, logarithms, compound interest and annuities, permutations and combinations, probability, mathematical induction, binomial and normal distribution, topics in statistics.

4 Hours

Math. 201 Calculus I

Technique of differentiation and integration with applications. Functions and their graphs including the conic sections, maxima and minima, rate problems. Area between two curves, length of a line, volume and surface area. Moments centroids, theorems of Pappus, hydrostatic pressure and work. Transcendental functions and elementary differential equations.

4 Hours

Math. 202 Calculus II

Methods of integration including integration by parts, partial fractions, substitutions, trigonometric functions, improper integrals and numerical methods. Determinants and linear equations, tangents and normals, Newton's method, second degree curves and curve fitting. Polar coordinates and graphs, areas and angles of intersection in polar coordinates, hyperbolic functions, the hanging cable, vectors and parametric equations, curvature and normal vectors, velocity and acceleration.

4 Hours

Math. 203 Calculus III

Intermediate calculus with emphasis on vector notation and functions of several variables. Scalar and vector products, space coordinates and space curves, quadric surfaces. Partial differentiation and applications, directional derivative and gradient. Multiple integrals with physical applications polar and cylindrical coordinates, expansion of functions and tests for convergence. Taylor's theorem, Fourier series, indeterminate forms, and an introduction to the complex variable.

4 Hours

Math. 226 Mathematics for Teachers

A study of the fundamental principles and concepts of arithmetic. A course designed to acquaint students with the basic mathematics necessary for teaching in the elementary field.

3 Hours

***Math. 243 Descriptive Geometry**

Principles of projections, metric and non-metric problems, plane sections and developments, intersections of surfaces, construction of perspective drawings. This course achieves an effective correlation between descriptive and analytic geometry by presenting both the graphic and the algebraic methods. Offered in 1972-1973.

3 Hours

***Math. 244 Plane Surveying**

Care and use of surveying instruments; field problems; computation and mapping. One hour class and four hours field work each week.

3 Hours

Math. 252 Finite Mathematics

Introduction to concepts occurring in modern mathematics. Symbolic logic and truth tables, set theory, vectors and matrix theory, binomial theorem and probability theory, linear programming and game theory. This course includes a review of algebra and is designed especially for the non-science student. Prerequisite: Math. 103 or Math. 226.

3 Hours

Math. 301 Real Analysis

Standard material on the real numbers, sets and functions, sequences of real numbers, series of real numbers, limits, metric spaces, continuous functions, Lebesgue integral. Prerequisite: Math. 203.

Offered in 1972-1973.

3 Hours

Math. 302 Complex Variables

Complex numbers, elementary functions, analytic functions, contour integration, Taylor and Laurent series, conformal mapping, boundary value problems, Laplacian equations. Prerequisite: Math. 203.

Offered in 1972-1973.

3 Hours

Math. 325 Numerical Analysis

Numerical methods for integration, differential equations, matrix inversion, estimation of characteristic roots. Prerequisite: Math. 202.

3 Hours

***Math. 326 Introduction to Modern Geometry**

Euclidean and non-Euclidean geometrics; an introduction to synthetic projective geometry; the concept of limit and infinity; geometrical constructions, recent developments and theorems. Prerequisite: Mathematics 201-202.

3 Hours

Math. 328 Mathematics of Finance and Investment

The operation of interest and annuities; amortization of debts and sinking funds; valuation of bonds; the experience table and calculation of premiums for life insurance. Prerequisite: Math. 103. Economics 200. This course does not carry credit toward a major in Mathematics. Offered in 1972-1973.

3 Hours

***Math. 341 Vector Analysis**

Elementary operations, scalar and vector products, gradient, operator differentiation formulas, divergence and curl, integration, line integral, work and potential, surface integrals, reciprocal systems, general coordinates, applications. Prerequisite: Mathematics 201-202. This course does not carry credit toward a major in mathematics. Offered in 1972-1973.

3 Hours

Math. 350 Differential Equations

Methods of solution of ordinary differential equations and applications to the physical sciences. Frobenius' and Picard's methods for power series solutions, Laplace transforms, numerical, boundary value problems, Fouries series, partial differential equations, the Laplacian equations and applications to heat conduction and vibration. Prerequisite: Mathematics 202. *3 Hours*

Math. 353 Modern Abstract Algebra

Rings, integral domains and fields, Peano axioms, real and complex numbers, polynomial rings, partial fractions, properties of groups, Cosets and Lagrange's theorem, vector spaces, systems of linear equations, matrices and determinants, algebra of matrices, linear transformations. *3 Hours*

Math. 354 Linear Algebra

Linear systems, matrices, vectors, linear transformations, unitary geometry with characteristic values. *3 Hours*

Math. 381 Statistical Methods

(Also Psych. 381, and Soc. 381) Introductory statistical analysis including frequency distribution and graphic representation of data, measures of central tendency, relative position in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, introduction to analysis of variance, Chi square and other nonparametric procedures. The student can receive credit for this course in the departments of Communications, Economics, Sociology or Psychology. Two lectures, and one laboratory session in the department for which credit is desired. *3 Hours*

Math. 382 Mathematical Statistics

Introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, analysis of variance. *3 Hours*

***Math 401-402 Advanced Calculus**

Theory of the derivative and the definite integral, partial differentiation and its applications, Green's and Stokes' theorems, power series, Fourier series, vector notation, complex variable. Prerequisite: Mathematics 203. *3 Hours*

***Math. 403 Topology**

Point-set topology, topological spaces, connectedness, compactness, continuity, separation axioms, countability axioms, metric spaces, product spaces. Offered in 1972-1973. *3 Hours*

***Math. 451 Applied Mathematics**

Applications of ordinary and partial differential equations to problems in physics, chemistry and electricity; vibrating string and heat flow problems; vector calculus and applications. Prerequisite: Mathematics 350. *3 Hours*

Math. 477 or 478 Seminar in Mathematics

Special reports prepared and presented by the students under supervision. The work of the second semester will help prepare the student for the comprehensive examination. Required of all students concentrating in the Field of Mathematics. Open only to seniors. *1 to 3 Hours*

***Math. 480 Methods and Materials in Teaching Mathematics**

Approved methods in teaching mathematics at the secondary level; class period activities of the teacher; procedures and devices in teaching; organization of materials, testing, aims, and modern trends. Open only to sophomores and juniors who expect to teach. Offered in 1972-1973. *2 to 3 Hours*

Math. 487-488 Independent Study in Mathematics

1 to 3 Hours

Math. 491-492 Honors Course

Advanced projects and minor research studies. Enrollment limited to students concentrating in Mathematics who are seniors of superior ability and achievement. Permission of the Chairman of the Department period. *1 to 3 Hours*

MUSIC

AIMS

To promote understanding and appreciation of works of musical art of generally recognized excellence in relation to cultural conditions of their respective periods through integrated study of music theory, history, literature and performance; to provide the college community with stylistically sound performances of good works; and to provide thorough basic training in musicianship on the pre-professional level.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC LITERATURE

Students may elect a field of concentration in music literature or in music education. Requirements for concentration in music literature are a minimum of 37 hours including Music 111-112, 303-304, 327-328, 343, nine hours in the 201-206 sequence, 478, and nine hours of applied music of which two to four hours may be in ensemble credit at the discretion of the chairman of the department.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC EDUCATION

Students electing a field of concentration in music education, in order to be certified in any state, must fulfill the requirements for certification in West Virginia which amount to 50 hours in music—eight hours more than may be counted toward the A.B. degree. The requirements are Music 111-112, 303-304, 343, 344, Fine Arts 201 or 202, Music 327-328, 422, 439, 18 hours of applied music including Music 121-122, 123, 124, four hours of piano (or piano proficiency examination), two hours of voice, an eight-hour concentration in either voice or any one instrument, and four hours of ensemble credit, and Music 478. Also required but counting as professional education instead of music are Music 479 and 480.

Literature and Theory of Music

Mus. 101 Introduction to Music as an Art and Science

The elements of tonal relationships, simple rhythms, intervals, melodies in both major and minor modes; designed to give the student the ability to recognize, reproduce and record simple melodic and rhythmic patterns.

2 Hours

***Mus. 111-112 Theory I, II**

The traditional disciplines of harmonization, modulation and the relationships of melodic progression, embellishment and rhythm are presented in concept and practical application. Beginning with the rudiments of music structure, the principles and procedures of tonal music are logically approached. Emphasis on ear training through sight-singing, tonal-rhythmic dictation and keyboard exercises. Offered in 1972-1973.

3 Hours

***Mus. 201 The Romantic Period**

A general listener's approach to the music, instrumental and vocal, of composers from Schubert, Chopin, Schumann and Mendelssohn through Liszt, Berlioz, Verdi, Wagner, Brahms, Tchaikowsky and other 19th c. composers.

3 Hours

***Mus. 202 Twentieth Century Music**

A general listener's approach to music in various media from the Impressionists through Stravinsky, the Schönberg school, Bartok, Hindemith, the American, Soviet, and other significant composers, including electronic and aleatory music.

3 Hours

***Mus. 203 Music of the Baroque Period**

A general listener's approach to music in various media from Monteverdi to c. 1750 with considerable emphasis on Bach and Handel. Offered in 1972-1973.

3 Hours

***Mus. 204 The Classical Period**

A general listener's approach to the music, instrumental and vocal, of the late 18th and early 19th centuries heavily concentrated upon Haydn, Mozart, Beethoven and Schubert. Offered in 1972-1973.

3 Hours

Mus. 206 Jazz

A general listener's approach to the history of jazz from its African, Cuban and American Negro origins through Ragtime, the New Orleans, Kansas City and Chicago styles, Swing, Bop, Progressive, Rock and other jazz styles.

2 Hours

***Mus. 303-304 Theory III, IV**

A comprehensive extension of first year procedures. Techniques of controlled dissonance, melodic-rhythmic chord generation and multiple melody development. Intensive study of stylistic elements of the Classical and Baroque periods, and an introduction to characteristics of the later chromaticism, impressionism, pan-diatonicism, and the various styles of atonality. Continued emphasis on aural perception.

3 Hours

***Mus. 327-328 Music History**

The historical significance of the main periods and types of music. Requires some technical background.

2 Hours

***Mus. 343 Counterpoint**

Basic principles of writing two, three, and four-voice counterpoint, and their application in the smaller forms of composition. Offered in 1972-73.

2 Hours

***Mus. 344 Orchestration**

A course in arranging music for various types of instrumental ensembles. Offered in 1972-73.

2 Hours

***Mus. 422 Instrumental Conducting**

The technique of the baton and the different problems to be met in conducting orchestra and band; the introduction to score reading; an opportunity for experience through the conducting of the college instrumental groups. Open only to advanced groups. Offered in 1972-73.

2 Hours

***Mus. 439 Choral Conducting**

The technique of the baton and the different problems to be met in conducting chorus; the introduction to score reading; an opportunity for experience through the conducting of the college choral groups. Open only to advanced students. Offered in 1972-73.

2 Hours

Mus. 478 Seminar

Survey and review of the field of music; its history, theory and literature. Required of all students concentrating in the field of Music. Open only to seniors. *1 Hour*

Mus. 479 Music Education

(Methods and materials of Teaching Music in the Elementary Schools.) Consideration of the aims and values of elementary school music with opportunities to develop teaching techniques, and to become familiar with the standard materials. *3 Hours*

***Mus. 480 Music Education**

(Methods and Materials in Teaching Music in the Secondary Schools.) Analysis of music offered in senior and junior high schools throughout the United States. Consideration of problems, objectives and materials in teaching vocal and instrumental music, theory and appreciation courses in secondary schools. Opportunities for developing practical teaching projects. Offered in 1972-73. *3 Hours*

Mus. 487-488 Independent Study in Music

1 to 3 Hours

Mus. 491-492 Honors Course

Projects and minor research studies in special fields of music, or creative work of an advanced nature. Enrollment limited to students concentrating in Music who are seniors of superior ability and achievement. Permission of the Chairman of the Department required. *1 to 3 Hours*

Applied Music

(Courses in applied music may be repeated for credit.)

***Mus. 121-122 Class Strings**

Class instruction in the basic techniques of stringed instruments. Required of all students with a concentration in Music Education. Offered in 1972-73. *1 Hour*

***Mus. 123 Class Instruction in Brass Instruments**

Required of all students with a concentration in Music Education. Offered in 1972-73. *1 Hour*

***Mus. 124 Class Instruction in Woodwind Instruments**

Required of all students with a concentration in Music Education. *1 Hour*

Mus. 125-126 Concert Choir

The preparation for concert performance of standard literature, both sacred and secular. Membership limited, enrollment by audition.
1 Hour

Mus. 127-128 Male Chorus

The study and performance of concert repertoire for male voices. Membership limited; enrollment by audition.
1 Hour

Mus. 131-132 Brass Choir

The study and performance of baroque and contemporary music for brass instruments. Enrollment by audition.
1 Hour Per Year

Mus. 133-134 Band

An ensemble of wind and percussion instruments which plays for festive and athletic events of the college. Enrollment by approval of the director.
1 Hour

Mus. 135-136 Chamber Music

Study and occasional performance of the standard chamber literature—quartets, trios, other works suited to the instrumentalists available. Admission by audition.
1 Hour Per Year

Mus. 141-142 Organ

Technique, theory and literature of the organ. Open to all students who have had some training in either piano or organ. Private lessons. Enrollment by permission of the instructor.
1 or 2 Hours

Mus. 143-144 Piano

Literature and technique of piano playing designed to develop in the students a discriminating appreciation of fine music and fine musical performance. Private lessons. Enrollment of permission of the instructor.
1 or 2 Hours

Mus. 145-146 Strings

Private lessons in violin, viola, cello or bass. Course open to beginners as well as to student with previous training. Enrollment by permission of the instructor.
1 or 2 Hours

Mus. 147-148 Voice

Vocal technique, theory and literature. Open to all students who have adequate native ability with or without previous vocal training. Private lessons. Enrollment by permission of the instructor.
1 or 2 Hours

Mus. 149-150 Wind Instruments

Private lessons in basic brass and woodwind instruments. Open to beginners as well as to students with previous training. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 301-302 Advanced Organ

Open only to students who can demonstrate satisfactorily their ability to play compositions equivalent in difficulty to the following: Bach—G minor Fugue (The Little); D minor Toccata and Fugue; or Widor—Toccata from Symphony V. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 305-306 Advanced Piano

Open only to more advanced students who can demonstrate satisfactorily their ability to perform compositions equivalent in difficulty to the following: Beethoven Op. 27 No. 2; Bach—Preludes and Fugues Nos. 2 and 21 (Vol. 1) They will be expected to perform in public recitals from time to time. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 307-308 Advanced Strings

Open only to students who are able to play satisfactorily music equivalent in difficulty to the Kreutzer Etudes and DeBeriot Concertos for violin. Public performance required. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

Mus. 309-310 Advanced Voice

Open only to students who have completed four semesters of voice study, can read at sight, have adequate use of at least one modern foreign language, and can demonstrate the ability to perform numbers equivalent in difficulty to standard operatic and lieder literature. Public performance required. Private lessons. Enrollment by permission of the instructor. *1 or 2 Hours*

PHILOSOPHY

AIMS

To encourage the student to examine his actions, beliefs, claims to knowledge, and values in light of consequences and standards for judging whether or not such consequences are acceptable.

To assist the student in becoming aware of the nature and status of philosophical problems and commitments, ideologies and models that serve as foundations of human life and society, as well as the liberal arts program.

To enable the student to discover and develop sound bases for interpreting self and self-in-society.

To provide the student who expects to pursue graduate studies in Philosophy with a sound basis in the major areas of his field.

REQUIREMENTS FOR FIELD OF CONCENTRATION

"Concentration" in Philosophy is not limited to those who are professionally interested in the field—i.e., graduate work and a teaching career in Philosophy. For several persons Philosophy may hold some promise as one way to approach a liberal education, as a second field of concentration, or as an area of intensive study, wide in scope, before undertaking graduate work in another field.

An minimum of twenty-four hours in the department, including Philosophy 202, 301, and 353-354, are required for this "Field of Concentration."

The student who is considering graduate work should be aware that most good graduate programs in Philosophy require a reading knowledge of French and German.

Phil. 201 Introduction to Philosophy

Major attention is focused on a few of the areas that both seem to be of interest to beginning students and are of basic concern for philosophers. The main areas are: Knowledge, Persons, and the World; Philosophy and the Knowledge of God; and Values and Their Justification. Special problems within these areas include: what have been called "the nature of" knowledge, science, the self, human freedom, morality, and beauty; and the existence of God, the possibility of miracles, the significance of evil, reason, belief, and experience. The student should be able to discover not only what these problems are and proposed answers to them, but through involvement in these issues, also begin to think philosophically himself. *3 Hours*

Phil. 202 Ethics

Several major ethical theories will be examined: for example, egoism, hedonism, utilitarianism, self-realization, duty-ethics. We will seek to discover precisely what such theories involve and whether commitment to the principles of such theories leads to consequences which we cannot accept. Concerns also include finding bases for answering such questions as: Which is more important in ethics, duty and motive or consequences and results? Can there be such a thing as a science of ethics? Does it make sense to consider what duty and responsibility go beyond the bounds of "my group"? How defensible (acceptable, meaningful) are my ethical beliefs? What relation do my beliefs bear to my actions and to responsibility? Is acceptance of "ethical relativity" an escape from ethical responsibility? *3 Hours*

***Phil. 301 Basic Logic**

Mastery of the fundamental principles of logic is important for anyone who wishes to use and recognize sound reasoning and valid arguments. There is a difference between emotional intensity and validity, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and detect logical errors (fallacies) are important objectives of this course.

3 Hours

***Phil. 353-354 History of Philosophy**

Western philosophical thought from the Seventh Century B.C. to modern times. The first semester will be devoted to a study of ancient and medieval philosophers and their analysis of problems and "solutions." The second semester will begin with the Renaissance.

3 Hours Each

***Phil. 373 Philosophy of Religion**

An inquiry into the general subject of religion from a philosophical point of view. Attention will be given to contemporary philosophical approaches and techniques in this area, as well as to the core of problems constituting the area's major difficulties. E.g., religious language, meaning, the nature and validity of religious experience and knowledge claims. Offered in 1972-73.

3 Hours

***Phil. 378 Aesthetics**

A consideration of the principal systems of aesthetics and value; the relation of aesthetics and value theories; foundations of the creative activity of the artist, the work of art, and the contemplation and criticism of art objects, including music and the visual and literary arts. Offered in 1972-73.

3 Hours

***Phil. 403 Contemporary Philosophy I: Positivism and Analysis**

This is the first of the two major contemporary trends in philosophical thought. Students who take this course should plan to follow it with Philosophy 404. Offered in 1972-73.

3 Hours

***Phil. 404 Contemporary Philosophy II: Phenomenology and Existentialism**

This is the second of the two major trends in contemporary philosophical thought. This course is independent of Philosophy 403 and may be taken without that course. It is recommended, however, that student who takes one take both. Offered in 1972-73.

3 Hours

***Phil. 406 American Philosophy**

The development of philosophical ideas in the United States from colonial times to the present. Certain outstanding personalities or selected periods may be given special emphasis. *3 Hours*

Phil. 467 or 468 Seminar in Philosophy

Intensive examination of the perspective of one great Western or non-Western philosopher, or one major problem or related group of problems, or one major tendency. Permission of the instructor is required. *1 to 3 Hours*

Phil. 487-488 Independent Study in Philosophy

1 to 3 Hours

PHYSICAL EDUCATION AND HEALTH

AIMS

To promote the health education and physical development of the student; to provide opportunities for students to participate in and secure a reasonable degree of proficiency in recreational activities; and to train physical education and recreation leaders for educational and community situations.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of thirty hours in the department which should include the following courses: Physical Education 125, 442, 464, 477, 480; Sociology 100; Biology 103, 201 and 425 or 167 are recommended. Sequence of courses subject to approval of the Senior Adviser.

REQUIREMENTS FOR ALL STUDENTS FOR GRADUATION

Freshmen: Physical Education 101-102 is required. Sophomores: Physical Education 201-202 is required of all students but permission may be granted to substitute equivalent hours from Physical Education 169-170, 229, 240, 243, and 301-302.

Students who are physically unfit as certified by the college physician may petition to be allowed to substitute hours in other courses in lieu of activity courses in physical education. Students who are not candidates for a degree may be exempt from the requirements of physical education. Any petition for exemption from physical education must be filed with the college physician at the Infirmary.

Phys. Ed. 101-102 Freshman Orientation in Physical Education

The techniques and rules of a wide variety of physical activities. An activity course. Three periods per week. Required of all freshmen.
1 Hour

Phys. Ed. 125 Personal Hygiene

Fundamental knowledge of personal hygiene and how the health of the individual may be conserved.
2 Hours

Phys. Ed. 167 Introduction to Mammalian Anatomy and Physiology

(See Biology 167).
3 Hours

Phys. Ed. 169-170 Folk Dancing

Folk dancing from many countries. English and American country dances during the first semester and European dances during the second semester. An activity course. Two periods per week.
1 Hour

Phys. Ed. 201-202 Sophomore Physical Education

The student has a choice of a variety of physical activities. An activity course. Three periods per week.
1 Hour

Phys. Ed. 226 Community Hygiene

Health matters pertaining to the social group; communicable diseases; vital statistics, legal and social regulations relating to personal and community health.
2 Hours

Phys. Ed. 229 Life Saving and Water Safety

Instruction in life saving techniques as strokes used, defensive tactics, carries, releases, resuscitation and basic first aid procedures. Satisfactory completion of the course leads to the American Red Cross Certificate in Senior Life Saving.
1 Hour

Phys. Ed. 240 Social Dancing

Instruction in the modern social dance steps. An activity course. Two periods per week.
1 Hour

Phys. Ed. 243 Tumbling and Stunts

Begins with individual stunts and advances to more intricate work. An activity course. Two periods per week.
1 Hour

Phys. Ed. 267-268 Theory and Practice of Team Sports

Intensive practice with opportunity for officiation in team sports for men and women.
2 Hours

Phys. Ed. 301-302 Modern Dancing

Contemporary dancing, emphasizing the use of the fundamental expressive movements in creative work. An activity course. Two periods per week. *1 Hour*

Phys. Ed. 305 Coaching Football and Basketball

Philosophy of coaching and developing fundamentals of offensive and defensive styles of play and learning rules of the games. *3 Hours*

Phys. Ed. 306 Water Safety Instructors, Coaching Swimming and Diving

Instruction in methods of teaching aquatic skills including swimming strokes, diving and advanced life saving. An introduction to coaching competitive swimming and diving. Satisfactory completion of the course leads to certification as an American Red Cross Water Safety Instructor. *2 Hours*

Phys. Ed. 325 Intramural Sports

Organization, administration and objectives of the intramural program of athletics. *2 Hours*

***Phys. Ed. 326 Baseball, Track and Field**

Strategy and fundamentals of baseball, track and field. *2 Hours*

***Phys. Ed. 327 Community Recreation**

The philosophy of American recreation and community organization for leisure time activities. *3 Hours*

***Phys. Ed. 328 Recreation Leadership**

Recreational activities; practice in the leadership of games, square dancing, playground activities, with a two hour laboratory for handicrafts. *3 Hours*

***Phys. Ed. 340 Prevention and Care of Injuries**

Common hazards of play and athletics. Preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination. *2 Hours*

***Phys. Ed. 341 Tests and Measurements in Physical Education**

Methods used in evaluating outcomes of the physical education program. *2 Hours*

Phys. Ed. 402 Adapted Physical Education

Variations of the normal types of the human organism at different age levels; therapeutic measures, especially those which refer to the correction of mechanical defects. Prerequisites: Biology 201-425, or 167. *2 Hours*

Phys. Ed. 424 Kinesiology

Fundamental body movements and their relation to body development and efficiency. Prerequisite: Biology 201 and 425 or Biology 167.
3 Hours

***Phys. Ed. 425 Physiology**

(Biology 425.) Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states. Prerequisites: Biology 103 and 201.
3 Hours

Phys. Ed. 428 Organization and Administration of Physical Education

Administrative relationships and procedure in the conduct of physical education. Offered on demand.
3 Hours

Phys. Ed. 439-440 Theory and Practice of Individual Sports

Intensive practice in badminton, archery, tennis, handball, golf, and life saving with a study of the rules of each and of methods used in teaching.
2 Hours

***Phys. Ed. 441 History of Physical Education**

Development of physical education from ancient times to the present.
2 Hours

Phys. Ed. 442 Principles of Physical Education

Principles basic to a program of physical education in the modern educational system.
3 Hours

Phys. Ed. 464 Teaching of Health

(Health Problems of the School Child). A course designed to provide students with opportunities to study health problems, activities, and methods of teaching the school child.
3 Hours

Phys. Ed. 477 Seminar in Physical Education

A survey of the field of health and physical education and the current literature relating to investigations in the field. Prerequisites: Physical Education 425 and 442. Open only to upper division students. Required of all students concentrating in the Field of Physical Education.
1 Hour

Phys. Ed. 480 Methods and Materials in Teaching Physical Education

Methods, materials and techniques pertinent to the teaching of Physical Education.
2 Hours

Phys. 487-488 Independent Study

1 to 3 Hours

PHYSICS

AIMS

To give the liberal arts students some insight into our universe and its physical laws, with emphasis upon the scientific method.

To present to the pre-professional student a general knowledge of physics and its laboratory methods that are applicable to his field.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of thirty-two hours in the department, including 301-302, 303, 304, 305-306, 325-326 and 343-344. A reading knowledge of German and French are recommended for students expecting to do graduate work. Mathematics or chemistry is strongly recommended as the related field. Sequence of courses subject to approval of the Chairman of the Department.

A combined plan with Columbia University is available to pre-engineering students. Special programs are offered in cooperation with the Department of Education to students interested in the teaching of science.

Phys. 101-102 General Physics

A continuous course with laboratory work. First semester: mechanics, heat and sound. Second semester: electricity, magnetism, light and modern physics. A fundamental course which is a prerequisite to all advanced physics courses. Open to freshmen. *4 Hours*

Phys. 201-202 Problems in Physics

Solution of more advanced problems in the various fields of physics. Prerequisites: Physics 101-102. *1 Hour*

*Phys. 301-302 Mechanics

Particle mechanics; central force motions; motions of rigid bodies; free, forced and coupled oscillations; elasticity; fluid motion; wave motion; special theory of relativity. Prerequisites: Physics 101-102 and Mathematics 201-202. Offered in 1970-71. *3 Hours*

*Phys. 303 Thermophysics

Temperature, calorimetry, expansion, conductivity, change of phase and radiation; thermodynamics and statistical theory. Prerequisites: Physics 101-102 and Mathematics 201-202. *3 Hours*

*Phys. 304 Geometrical and Physical Optics

Theories of light, reflection, refraction, dispersion interference diffraction, polarization, optical instruments, spectroscopy, and laser. Prerequisites: Physics 101-102 and Mathematics 201-202. *3 Hours*

***Phys. 305-306 Electricity and Magnetism**

Electrostatics, magnetostatics, scalar and vector fields, Poynting's vector, Maxwell's equations, Gauss' and Stoke's theorem, waveguide propagation. Prerequisites: Physics 101-102 or permission of Chairman of Department. Offered in 1970-71. *3 Hours*

***Phys. 325-326 Modern Physics**

Conservation laws, particle and wave mechanics, special relativity, Bohr theory, X-rays, nuclear structure and reactions, uncertainty principle, Schrodinger's equation. Prerequisites: Physics 101-102 or permission of Chairman of Department. *3 Hours*

***Phys. 328 Electronics for Scientists**

Fundamentals of vacuum tubes and transistors with emphasis on the use of equipment for research; power supplies, amplifiers, transducers, and test equipment. Prerequisites: Physics 101-102 or permission of Chairman of Department. *3 Hours*

Phys. 345 Electrons, Microwaves, and Basic Electronics

Intermediate experiments in physics using the Berkeley Laboratory series of experiments. Prerequisites: Physics 101-102 or permission of Chairman of Department. *3 Hours*

Phys. 365-366 Spectroscopic Analysis

A practical course in photography and analysis of spectra including: making, processing and printing of pictures; study of flame and arc spectra; use of grating and prism spectrographs, comparator, densitometer, and conversion technique; application of spectral analysis. Registration with permission of Chairman of the Department. *2 Hours*

Phys. 441-442 Junior Experimental Physics

A comprehensive course of individual laboratory work in the various fields of physics. Selection of experiments is based on the ability and interest of the student and on the available facilities. Prerequisites: Physics 343-344. *2 Hours*

Phys. 443 Nuclear Radiation Physics

A lecture and laboratory course on the theory and techniques of measurement of nuclear radiations: determination of the activity of radio-active sources including the spectral distribution of the energies of alpha, beta, and gamma rays; studies of simultaneous particle

emission; determination of the lifetimes of various elementary particles; identification of fission products by spectral analysis. Selected experiments are provided for Biology and Chemistry students. Prerequisite: Physics 325 or permission of Chairman of Department. *3 Hours*

***Phys. 451-452 Mathematical Physics**

Application of advanced mathematical methods used in solution of problems in physics. Legendre and Hermite polynomials, Bessel functions, Laplace transformations, matrix and tensor notation, boundary value problems, operators, data analysis, and least square fits. Registration with permission of Chairman of Department. *3 Hours*

Phys. 462 Introductory Solid State Physics

A study of the basic physical processes which occur in solids, with emphasis on semiconductors and metals: crystal structure and reciprocal space; diffraction in the determination and study of crystalline structures; atomic bonding in crystals; free-electron and zone theories in solids; theory of semi-conductors and devices formed from them; magnetism and optical properties in solids. Prerequisite: Physics 325 and 328. *3 Hours*

Phys. 477-478 Seminar in Physics

A survey of Physics for review and correlation of the various fields in the discipline. Registration by permission of the Chairman of the Department. *1 Hour*

Phys. 480 Methods and Materials in Teaching Physics

Methods and practice in classroom and laboratory instruction. Collateral reading and reports on the history of physical science. Required of all students expecting to teach physics. *2 or 3 Hours*

Phys. 487-488 Independent Study

1 to 3 Hours

Phys. 491-492 Honors Course

Advanced work or minor research problems in physics. Experimental physics is offered in fields of vacuum systems, machine tool operation, electronic systems, spectroscopy, electron microscopy, microwave propagation, and nuclear radiation. Enrollment limited to seniors of superior ability and achievement who are concentrating in Physics. Permission of the Chairman of the Department required. *1 to 3 Hours*

PHYSICAL SCIENCE

Phys. Sci. 101-102 Physical Science

A survey of the fields of astronomy, geology, physics and chemistry, with appropriate laboratory work. This course may be used to satisfy the science requirement. Open to freshmen. Students planning to complete a field of concentration in Chemistry or Physics should not enroll in this course.

4 Hours

Certain graduate-level courses are offered by the regular Bethany faculty in the curriculum for Junior High School Teachers of Science as sponsored by The National Science Foundation.

Phys. Sci. 501-s Introductory Science for General Science Teachers

Based on new materials developed by Educational Services, Inc. for the Junior High School, including: atomic and molecular structure; balancing chemical equations; stoichiometry of chemical reactions; electronics and simple radio theory; electromagnetic radiations. Approximately three-fourths of the time will be devoted to laboratory. Experiments suggested in the IPS syllabus will be studied. Five 150-minute class discussion periods and five 3-hour laboratory periods per week for 6 weeks.

5 Sem. Hours

Phys. Sci. 577-s Seminar in Teaching Introductory Physical Science

Aspects of teaching IPS in Junior High Schools; course planning; methods and materials; audio-visual aids; evaluation and testing; other topics growing out of the work of the Institute or suggested by participants. One 90-minute period per week for 6 weeks.

1 Sem. Hour

PSYCHOLOGY

AIMS

The department assists the student in gaining a basic knowledge of psychology as the experimental science of man's behavior; in developing social awareness and social adjustment through understanding of the fundamental similarities and differences among men; in promoting both original and critical thinking; in giving background preparation for professions which deal with individual and group behavior; in encouraging students to enter the field, whether in teaching, research, or applied psychology.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Concentration in psychology requires Biology 103, 167 and a minimum of thirty hours in the department, including Psychology 101-102, 361-362, 373, 374, 477-478. No student will be recommended for graduate school who has not had a year of Mathematics. Sociology 100 is highly desirable. The student is reminded that most graduate schools require a reading knowledge of French or German or both for higher degrees. Psychology 101 is prerequisite to all other courses in the department except as otherwise specified in a course description.

Psych. 101 General Psychology I

An introduction to the general field of psychology; perception, learning, motivation, personality. Three lectures and one laboratory period each week.

4 Hours

Psych. 102 General Psychology II

A continuation of Psychology 101. Abnormal behavior, social behavior, psychological testing reasoning, applications of psychology. Two lectures and one laboratory period each week. Desirable as a prerequisite to courses in the department other than Psychology 101, which is prerequisite.

3 Hours

Psych. 300 Instrumental Synthesis: Pre-programming of Laboratory Events and Systems of Events

A study of solid-state logic equipment, and of the underlying symbolic logic. No prerequisites, but will not satisfy graduation requirements for courses in the sciences.

1 to 3 Hours

Psych. 312 Experimental Social Psychology

(Compare Soc. 312.) The study of the development of the self as influenced by the learning of symbolic interaction with members of primary and secondary groups. Discussion of factors in socialization, attitude structure and change, psycholinguistics and communication, person perception, dyadic interaction, and group dynamics. If this course is to be counted as Psychology, Psychology 101 is prerequisite.

3 Hours

Psych. 321 The Normal Personality

This course deals with theories of the development of personality. Emphasis will be placed on the normal personality and its development. Prerequisite: Psychology 101.

3 Hours

Psych. 322 The Abnormal Personality

The study of abnormal personality development including mental deficiency, neuroses, psychoses, and sociopathic behavior. Prerequisite: Psychology 101.

3 Hours

Psych. 326 Animal Behavior

A study of various behaviors with both an ethological and a psychological approach. The course studies behavior and its modification through demonstrations, films, and independent projects. This course is taught by staff from the Biology and Psychology Departments. Prerequisite: Psychology 101 or Biology 101. *3 Hours*

Psych. 331 Child and Adolescent Psychology

A course devoted to the study of the psychological development of the child through adolescence and, briefly, to the phylogenesis of behavior. Prerequisite: Psychology 101. *3 Hours*

Psych. 333 Educational Psychology

A study of the application of psychological principles to the field of Education. Included will be the areas of learning, transfer of training, individual differences, motivation, behavior modification, achievement testing, and the language and communication skills as they apply to education. Prerequisite: Psychology 101. *3 Hours*

Psych. 336 Industrial Psychology

A study of the general area of organizational psychology, with stress upon industrial motivations, human relations, optimum working conditions, human engineering. Prerequisite: Psychology 101. Two lectures and one lab per week. Offered irregularly. *3 Hours*

Psych. 338 Psychological and Educational Tests and Measurements

The course will deal mainly with group testing, with attention to the construction and use of standardized and of *ad hoc* tests. The necessary correlation techniques will be included. Prerequisite: Psychology 101. *2 Hours*

Psych. 361-362 Design and Analysis of Experiments in Psychology

This course deals with methods of investigation of behavior, with the greatest emphasis on the experimental method. Some time will be spent on the general theory of science, and on mathematical statements of scientific, especially psychological, laws, theories, functions. Prerequisite: Psychology 101. No credit given for only one semester of Psychology 361-362. One lecture and two laboratory periods each week. *3 Hours Each Sem.*

Psych. 371 Psychology of Emotion and Motivation

A study of the whys of behavior, of methods of discovering what people want, and of the origin and development of their desires, attitudes, value systems, and the like. Emphasis will be on the experimental assessment of sociogenically derived motives. Prerequisite: Psychology 101. *3 Hours*

Psych. 373 Psychology of Learning

This course will deal with theories of learning. Prerequisite: Psychology 101. Two lectures and one laboratory period each week.

3 Hours

Psych. 374 Perception and Cognition

This course deals with the acceptance and processing of information by the human organism. Prerequisite: Psychology 101. Two lectures and one laboratory period each week.

3 Hours

Psych. 375 Physiological Psychology

A study of the physiological, biochemical, and neuroanatomical mechanisms underlying behavior. Prerequisite: Psychology 101.

3 Hours

Psych. 381 Statistical Methods

See Math 381. The psychology laboratory section will use data secured in the psychology laboratory. Prerequisite: Concurrent or previous registration in a psychology course which includes laboratory work.

3 Hours

Psych. 391-392 Junior Honors Seminar

Open to Juniors who are considering the desirability of entering Psychology 491-492. The course will discuss the information available in some small section of psychology, the exact topic varying from year to year. Prerequisites: Concurrent enrollment in Psychology 361, if the student has not already had 361-362, and an overall grade average of 3.0.

1 to 3 Hours

Psych. 401 History and Systems of Psychology

A study of the 'long past and short history' of psychology, with considerations of various influential theoretical positions, both past and present. Prerequisites: Three semesters of Psychology.

3 Hours

Psych. 477-478 Seminar in Psychology

An advanced general course which is partly a preparation for the comprehensive examination in psychology. Prerequisite: Psychology 101-102 and senior standing.

1 to 2 Hours

Psych. 480 Methods and Materials for Teaching Psychology

Study of the methods and materials used in teaching Psychology in the secondary school. The course will have a systematic and experimental emphasis. Prerequisite: Psychology 101, 102, 361.

3 Hours

Psych. 487-488 Independent Study

1 to 3 Hours

Psych. 491-492 Honors Course

The student will carry out a research project, running from the middle of his Junior year to the middle of his Senior year. Prerequisites: Psychology 391 and an overall grade average of 3.0. *1 to 3 Hours*

RELIGION

AIM

The personal integration of faith and learning.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN RELIGION

A minimum of twenty-four hours in the department of which twelve hours must be in the field of Biblical study. Sequence of courses is subject to the approval of the Chairman.

REQUIREMENTS FOR GRADUATION FOR ALL STUDENTS

Religion 100 or more extensive study of the same areas is required of all students qualifying for graduation.

Rel. 100 Basic Studies in the Judaeo-Christian Heritage

This course deals with the development of Hebrew faith and literature, the sources of Christianity, the early church, Christian literature, the reformation of church life by Biblical faith, and trends in religion in America. Offered each semester and in summer. *4 Hours*

***Rel. 211-212 Beginning New Testament Greek**

Inductive methods are used to develop as rapidly as possible an ability to read *koine* Greek. Most of the Fourth Gospel is read during the second semester. Offered 1971-72. *3 Hours*

Rel. 327-328 Comparative Religions

A study of most important features of Zoroastrianism and Islam (327); Hinduism and Buddhism (328). Rel. 328 offered Spring, 1972. *3 Hours*

***Rel. 331 The Prophets**

The origin and nature of Old Testament prophecy. The mission, message and significance of some of the leading prophets. Prerequisite: Religion 100. Offered in Fall, 1971. *3 Hours*

***Rel. 332 The Wisdom of Israel**

An analysis of the meaning and significance of Job, Ecclesiastes, and other Old Testament wisdom literature. Prerequisite: Religion 100.
3 Hours

Rel. 333 Studies in the Gospels

Methods of study in gospel literature are applied to the interpretation of the meanings of the Gospels. Prerequisite: Religion 100.
3 Hours

Rel. 334 Studies in Pauline Writings

The letters and thinking of Paul are studied for an understanding of his principal contributions to Christian faith. Prerequisite: Religion 100.
3 Hours

Rel. 346 Religions in America

(See also Hist. 346)
A seminar study of the backgrounds and shaping of the dominant religious trends in America. Topic for Fall, 1971: The History of the Religion of America.
3 Hours

Rel. 353 Christian Faith in its Cultural Expressions

(See also Eng. 414)
A seminar study of expressions of Christian faith in past and present cultural forms. Topic for Spring, 1972: Form and Spirit in 20th Century British Fiction.
3 Hours

Rel. 354 Trends in Contemporary Christian Thinking

A seminar study of notable thinkers and movements in the present. Topic for Spring, 1972: Political Theologies.
3 Hours

Rel. 360 The Making of the Modern Jew

A seminar study of historical, social, and religious forces which have created the life of the modern Jew. Note: This course is taught by a lecturer provided for by a grant from the Jewish Chautauqua Society. Offered in Spring, 1972.
3 Hours

Rel. 370 Post Vatican II Christianity

A study of the contemporary Church in the light of its origin and historical developments. Note: This course is taught by a lecturer provided for by Wheeling College. Topic for Fall, 1971: Contemporary Thinking About God.
3 Hours

Rel. 411-412 Intermediate New Testament Greek

Selections from the Synoptic Gospels and the letters of Paul are read, with study of forms and expansion of vocabulary. *1 to 3 Hours*

Rel. 423 Practicum

Work at supervised assignments in an approved church program during the academic year or during the summer. Credit determined by length of assignment, reports on activities and assigned readings, and summary paper. Offered in Fall, 1971. *1 to 3 Hours*

***Rel. 451-452 Christian Beliefs**

A seminar study of Biblical doctrines and their relationship to historic and contemporary faith and life. Both offered in Fall, 1971. Rel. 451 Topic: Images of Man in Bible & Contemporary Literature (Also Eng. 413). Rel. 452 Topic: Faith and Ethics.

Rel. 477-478 Seminar in Religion

A seminar on the integration of the field of the comprehensive examination. Prerequisite: at least 18 hours of study in the department. *1-3 Hours*

Rel. 487-488 Independent Study in Religion

1 to 3 Hours

***Rel. 491-492 Honors Course**

Special problems and research studies in religion. Readings, conferences and reports on an area of special interest. Limited to students of superior ability and achievement. Permission of the Chairman of the Department required. Offered in 1971-72. Topic: Hellenistic Civilization. (Also Hist. 391) *3 Hours*

Rel. 300-J Hebraic Sources of Western Civilization

(See also History 300) A month of travel and study in Israel and Greece. Lectures and seminars will trace historical and religious influences in the development of the Judaeo-Christian heritage of the West. Resources of the universities in Israel will be utilized in this study. Summary papers are required for credit. *4 Hours*

This course may be used to satisfy the basic religion competence requirement of the College (Rel. 100). The student who elects to meet this requirement with this course will be expected to do additional reading and to write an additional paper. The course may also be used in partial fulfillment of the requirements in Group III or Group IV.

SOCIOLOGY

AIMS

The Department of Sociology seeks to facilitate for students a creative engagement between sociological and experimental learning and knowledge in contexts in which this engagement leads to both a sound academic program and assistance in the development of personal affirmation and integration.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN SOCIOLOGY

Students are encouraged to take initiative to develop a program within Sociology and related academic disciplines and personal interests consistent with these aims. Students may elect to develop their own programs or to participate in current, somewhat pre-defined yet student-initiated programs such as the current Sociology and Future Vocations program. In developing their own means of completing a major, students may engage in a variety of activities, including courses, seminars, workshops, independent study, and field work. Preparatory and parallel activity outside the department is encouraged as and where helpful to the students' goals. The development of small group interests in a given area or program is encouraged, as well as individual programs. For selected numbers of students, off-campus summer, fall term, and January experiences in field engagement and independent study will be available as part of their major concentration. In this activity as with other activities, interdisciplinary planning and resources are strongly encouraged, as helpful to students' concerns and interests.

Students who prefer an approach to their major which is more structurally determined externally than the above normally will introduce themselves to Sociology in the introductory service course, followed by a pattern which will include Theory and Methods simultaneously fall term, with Methods continued spring term. This process would involve an integration of theory and methods in a progress evaluation or completion of an individual or group field work or other research activity and assessment. Additional activities through courses, seminars, etc., would supplement this process, as appropriate. Many students engaged in more independently initiated programs might also enroll in these courses, as needed, since these and other courses will be flexible enough to incorporate such activity.

The assurance that all students majoring in Sociology will be working toward goals of integrating their interests with their major and those college requirements which exist simultaneously will be met by creating a *contract* with the department, at some time in the course of progress toward a degree (preferably early), which indicates the following: what you seek to learn or accomplish and means by which you seek to do this, in courses, independent study, field work, etc. A form is available for this purpose. This will be more necessary for some students than others; yet, in all cases, assures that both student and faculty initiative, planning, and approval will take place in the process of developing an integrated major program that will also encourage independent and interdisciplinary learning.

The product of student effort, in any case, should be original work of sufficient magnitude to demonstrate an integrated comprehension of basic sociological concepts and methods, together with experiential knowledge and growth, consistent with the aims of the department.

Sociology and Future Vocations Program. This is a current interest area alternative possible in the department, with outside funding assistance being considered for the program for and after an initial fall, 1971 pilot group of students. This program is oriented specifically toward students who seek to implement departmental aims in experiences toward engagement in possible vocational, trade, and life-style issues for the future. A small group preference is implicit in this program, although individual projects will be considered. This program involves students concerned with issues of population, environment, and cybernetics, as these issues relate to futurist vocations and trades, including those Appalachian rural regeneration possibilities for exploration accessible near Bethany. Selection and evaluation procedures will be circulated by the staff as needed. Essentially, this program involves student enrolling in Sociology 379-380 sequentially to coordinate activity. Initiating term in spring will involve activities as indicated in course listings for Sociology 379-380 and additional information circulated the following fall term will involve off-campus field engagement. January term and summer credit possibilities may supplement this program where needed, especially as field work. After the initiation of this program for 1971-72, normally it will be expected that this will be a program to begin in the spring term of a student's sophomore or junior year, with an evaluatory/assessment seminar the following spring term following the period of field engagement, and any other requirements the staff, students, and resource persons feel necessary. Interdisciplinary activity is strongly encouraged as integral to the goals of this program.

Sociology 100 Sociological Perspectives

This course introduces the student to an engagement between sociological and experiential learning. The student is introduced to concepts, and to experiences with these concepts and with topical areas in which students may find the sociological perspective useful to broaden interdisciplinary interests and self-awareness. This course is offered both terms as a service course and as a joint staff endeavor.

4 Hours

Sociology 200 Sociological Theory

An introduction to social thought, with primary emphasis upon sociological perspectives as these have developed from Durkheim to the present. Students also taking Methods simultaneously should assume responsibility for integrating this course with the two-terms Methods course, in consultation with staff.

4 Hours

Sociology 209-210 Research Methods in Social Relations

This is a sequential, two-term exploration in social relations methods which the student should attempt to integrate with Sociology 200, his own alternative program, or a later process in his program, assuming that this course is primarily for majors. 4 hours each term, fall and spring.

4 Hours each term

Sociology 312 Experimental Social Psychology

See Psychology 312.

*3 Hours***Sociology 351, 352, 353, 354 Contemporary Sociological Issues**

These courses will provide for alternatives each term for the student majoring in Sociology and for non-majors except where otherwise specified in circularizing these courses. Specific areas will be offered each term and circulated at registration as interests and needs of students and faculty determine them. Courses in this category that will come to be offered consistently will be listed separately in the catalog.

*4 Hours***Sociology 355, 356, 357, 358 Special Topics in Sociology**

These courses, generally at a seminar level, will engage students in topical areas in Sociology, to be offered and circulated as with Sociology 351, 352, 353, 354. For majors and non-majors on same basis as Contemporary Sociological Issues courses.

*4 Hours***Sociology 379-380 Sociology and Future Vocations Coordinating Seminar—Spring (379) and Fall (380) sequence**

Sociology 379 spring term will coordinate academic materials on theories of social change, issues of institutionalization, social science and experiential learning, and other areas and assist in facilitating a student proposal for field work. Students will keep a running journal of their activities and learning experiences as part of this process. 15-16 hours total for all work to be subsumed in this program spring term, which includes 4 hours for this course each term. Sociology 380 coordinates a totally *off-campus* field experience, arranged as a continuation of Sociology 379 in the form of field work and independent study the following fall term. Students will elect this course as a coordinating and evaluation course, as 4 hours, together with Sociology 400 (6 hours field work credits), and remaining hours in independent arrangements in the department or with another department. Students needing additional time for field work may register for a combination of independent study and field work as well during January term (up to 3 hours) and summer (up to six hours). 4 hours credit is given for Sociology 380, with a total of 12-16 hours for work in this program fall term.

*4 Hours each term***Sociology 400 Field Work in Sociology**

This activity and Sociology 487-488, together with similar activity for summer and January terms, can be incorporated into independent combinations of off-campus field engagement and study during fall term, as appropriate to the total context of a major in Sociology or other approved activity with other departments.

1 to 6 Hours

Sociology 478 Advanced Seminar

This seminar is an opportunity for students approaching the completion of their majors to evaluate and assess past or ongoing activities in Sociology and to provide some integration of their experiences. With independent programs such as the Sociology and Future Vocations programs or others, this seminar could involve more than one section after the 1971-72 year. *4 Hours*

Sociology 487-488 Independent Study in Sociology

This provides opportunities for independent study as extensions of or separate from existing course offerings and other activities. This is expandable to January term (up to 3 hours) or summer (up to 10 hours currently). Regular term credits are 1-6 hours. *1 to 6 Hours*

THEATRE

The Department of Theatre seeks to provide the student with a broad and varied academic and working knowledge of the theatre, its literature, and their place in Western culture as well as to provide the student with a basis for continuing his theatrical pursuits at a graduate or professional level. The Department of Theatre draws on the curricula of other departments to provide a sound, well-rounded knowledge of our theatrical heritage.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Each student is required to complete a minimum of thirty-five (35) hours to be drawn from three departments.

DEPARTMENT OF THEATRE

- Theatre 301 Introduction to Theatre (3 hours)
- Theatre 305 Actors Workshop (3 hours)
- Theatre 365 Play Direction and Production (3 hours)
- Theatre 401 History of Theatre (3 hours)
- Theatre 491 Senior Thesis (2 hours)
- Six (6) additional hours in theatre

DEPARTMENT OF ENGLISH

- English 401-402 Shakespeare (6 hours)
- Six (6) additional hours in English

DEPARTMENT OF PHILOSOPHY

- Philosophy 378 Aesthetics (3 hours)
- Students will be steered into Physical Education courses in modern dance and fencing should they be available.

COURSES

Theatre 301 Introduction to the Theatre

A practical consideration and application of the various arts and crafts which go to make up the theatre; dramatic theory and criticism; and a consideration of the place and importance of theatre in our culture. *3 Hours*

Theatre 305 Actors Workshop

Basic acting techniques: historical and modern styles, theories, and principles of acting and their application in the performance of scenes and plays. *3 Hours*

Theatre 306 Advanced Actor's Workshop

Advanced acting techniques as applied in period plays. Course will focus on the rehearsal and performance of a play of a particular period or style. Consent of instructor required. *3 Hours*

Theatre 365 Play Direction and Production

A course designed to give the student his first experience in directing. The student will attend a workshop which will produce a series of one-act plays, each student directing a play. Consent of instructor required. Normally open only to departmental majors only. *3 Hours*

Theatre 366 Advanced Play Direction and Production

A course designed for advanced students interested primarily in directing or production. Course must be arranged in advance and will involve either directing or designing and mounting a major production. Consent of instructor required. Courses may be repeated for credit up to six hours. *3 Hours*

Theatre 401 History of Theatre

A consideration of the history and development of theatre in the Western World from ancient Greece to present day. *3 Hours*

Theatre 405-406 Studies in Dramatic Literature

A seminar for the study of a single period, genre, or movement in dramatic literature. Since the topic may vary from semester to semester, the seminar may be repeated for credit. At least one seminar is offered annually. First semester 1971-72: The Theatre of the Absurd. Second semester 1971-72: not offered.

Theatre 487-488 Independent Study

1 to 3 Hours

Theatre 491 Senior Thesis

A project in acting or directing involving either acting a major role or directing a major play and defending same in a written thesis. Open only to senior theatre majors. Must be arranged with the department a year in advance. *2 Hours*

The Directories 1971-1972



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A.B., A.M., Bethany College; A.M., Ph.D., Yale University; LL.D., University of Pittsburgh; D.D., Drake University; LL.D., Culver-Stockton College; Lit.D., Texas Christian University.

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A.B., A.M., Butler College; B.D., Ph.D., Yale University; D.D. Butler University; Columbia University; University of Chicago; University of Pennsylvania; Harvard University.

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A.B., Bethany College; A.M., and Prof. Dipl., Columbia University; University of Pittsburgh; University of London; LL.D., Bethany College; LL.D., College of Steubenville; LL.D., Drury College.

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A.B., West Virginia Wesleyan College; A.M., Ohio State University; University of Michigan.

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A.B., Butler College; A.M., Yale University; Ph.D., Harvard University; Litt.D., Marietta College; University of Breslau.

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B.S., Denison University; M.Sc., Ph.D., Ohio State University.

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A.B., Wellesley College; A.M., Pennsylvania State University; Middlebury College; Columbia University; Colorado College; University of Besancon; University of San Luis Potosi.

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A.B., University of North Dakota; A.M., Columbia University.

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A.B., Rollins College; A.M., Ph.D., University of North Carolina; American Academy in Rome; Royal University, Perugia, Italy.

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A.B., Washington and Jefferson College; A.M., Ph.D., University of Wisconsin.

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A.B., Brown University; A.M., Columbia University; M. Litt., Ph.D., University of Pittsburgh; University of Frankfurt am Main; Yale University; University of Paris.

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A.B., Bethany College; A.M., University of Pittsburgh; Ph.D., Columbia University.

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A.B., Culver-Stockton; B.D., University of Chicago; M.S., Northwestern University; University of Oklahoma; George Peabody College; Scaritt College; Saltillo (Mexico) State Teachers College; Diploma from National University of Nicaragua; Diploma University of San Carlos; Ohio University.

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B.Th., Northwest Christian College; A.B., Transylvania University; B.D., Butler School of Religion; M.A., Butler University; Th.D., Howard University.

PARIMAL DAS, *Visiting Professor of Psychology*. (1971).

B.A., B.T., M.A., Calcutta University; Ph.D., Columbia University.

BRADFORD TYE, *Associate Professor of Mathematics and Chairman of the Department*. (1943).

B.S., Alma White College; M.S., New York University; Rutgers University; Columbia University; University of Pittsburgh.

*Sabbatical

GEORGE K. HAUPTFUEHRER, *Associate Professor of Music and Chairman of the Department.* (1945).

A.B., B.M., Friends University; A.M., University of Kansas; Pittsburgh Musical Institute; Juilliard School of Music; Indiana University.

S. ELIZABETH REED, *Associate Professor of Physical Education.* (1945).

A.B., Muskingum College; M.Ed., University of Pittsburgh; University of Wisconsin; New York University; University of Wyoming; University of Southern California; University of Michigan.

WILLIAM LEWIS YOUNG, *Associate Professor of History and Political Science, and Chairman of the Department.* (1950).

A.B., Bethany College; A.M., Ohio State University; Columbia University.

*MARGARET MATHISON, *Associate Professor of Education.* (1951).

A.B., M.Litt., University of Pittsburgh; University of Southern California; Pennsylvania State University; Ohio State University.

JOHN RAYMOND TAYLOR, *Associate Professor of English.* (1955).

A.B., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, England; University of Edinburgh.

ROBERT GARNER GOIN, *Associate Professor of Physical Education and Chairman of the Department.* (1960).

A.B., Bethany College; M.S., West Virginia University.

RICHARD BRUCE KENNEY, *Associate Professor of Religion and Chairman of the Department.* (1964).

A.B., Washington University; B.D., Yale University; M.A., Ph.D., Yale University; Basel University; McGill University.

GARY E. LARSON, *Associate Professor of Biology and Chairman of the Department.* (1964).

B.S., M.S., New York State University, Albany; Ph.D., Rutgers University; Albany Medical College.

*ROBERT EDWARD MYERS, *Associate Professor of Philosophy.* (1964).

A.B., Bethany College; B.D., Texas Christian University; Ph.D., Ohio State University.

**CARL L. SCHWEINFURTH, *Associate Professor of History and Political Science and Director of International Education Programs.* (1964).

B.S., University of Oregon; M.A., University of Florida; Ph.D., Southern Illinois University; Haile Selassie University.

HIRAM J. LESTER, *Associate Professor of Religion.* (1965).

A.B., B.D., Phillips University; M.A., Yale University; Johnson Bible College.

JOHN U. DAVIS, *Associate Professor of Education.* (1966).

A.B., Bethany College; M.A., Columbia University; Ed.D., Columbia University.

WILLIAM R. CLARK, *Associate Professor of Chemistry.* (1967).

B.S., Haverford College; M.A., Indiana University; Ph.D., Georgetown University; Rutgers University.

ARTHUR R. KIRKPATRICK, *Associate Professor of History and Political Science.* (1967).

A.A., Trenton Junior College; B.S.Ed., NE Missouri State Teachers College; M.A., Ph.D., University of Missouri.

*Sabbatical

**Leave of Absence

- STANLEY L. BECKER, *Associate Professor of Physics and Director of Special Interdisciplinary Projects.* (1968).
B.S., New York State College of Forestry; Ph.D., University of Wisconsin.
- JAMES EDWARD ALLISON, *Assistant Professor of Mathematics.* (1964).
B.S., Bethany College; M.A., West Virginia University.
- ALBERT R. DEVAUL, *Assistant Professor of Music.* (1964).
A.B., West Liberty State College; M.M., West Virginia University; Carnegie-Mellon University.
- HERBERT L. DRINNON, *Assistant Professor of Drama.* (1964).
B.A., Berea College; M.A., University of North Carolina.
- JOHN WILLIAM LOZIER, *Assistant Professor of History and Foreign Student Advisor.* (1964).
A.B., University of Colorado; A.M., Ohio State University.
- JOHN D. DAVIS, *Assistant Professor of Economics and Director of the January Term.* (1965).
A.B., American International College; A.M., University of Connecticut.
- THEODORE K. KIMPTON, *Assistant Professor of Foreign Languages, and Director of the Summer School.* (1965).
B.S., United States Military Academy; A.M., University of Maryland; Catholic University.
- JAMES J. SAWTELL, *Assistant Professor of Biology.* (1966)
B.A., Lake Forest College; M.A., Western Michigan University; Rutgers, The State University.
- DAVID J. JUDY, *Assistant Professor of English.* (1967).
B.A., Denison University; M.A., Western Reserve; University of Mexico.
- **MICKAY MILLER, *Assistant Professor of Psychology.* (1967).
B.S., West Virginia University; M.S., University of North Carolina.
- ANTHONY L. MITCH, *Assistant Professor of English.* (1967).
A.B., Cornell University; M.A., St. John's University; New York University.
- WESLEY J. WAGNER, *Assistant Professor of Art.* (1967).
Pennsylvania Academy of the Fine Arts; Barnes Foundation.
- WALTER L. KORNOWSKI, *Assistant Professor of Art and Acting Chairman of the Department.* (1968).
B.F.A., Rochester Institute of Technology; M.S., State University College of Buffalo.
- ALBERT R. BUCKELEW, JR., *Assistant Professor of Biology* (1969).
B.S., Fairleigh Dickinson University; Ph.D., University of New Hampshire.
- ROY P. CROSTON, *Assistant Professor of Physics and Chairman of the Department.* (1969).
B.S., Bethany College; M.S., Ph.D., West Virginia University.
- HOWARD C. MYERS, *Assistant Professor of Sociology.* (1969).
B.A., San Diego State College; M.A., Duke University; University of Pittsburgh.
- RICHARD G. STEBBINS, *Assistant Professor of Chemistry.* (1969).
B.A., Wesleyan University; Ph.D., Texas A&M.

**Leave of Absence

- LEONORA B. CAYARD, (MRS.), *Assistant Professor of Foreign Languages*. (1970).
Ph.D., Marburg University; Yale University; Howard University.
- JOHN I. DAELEY, *Assistant Professor of History*. (1970).
B.A., University of Alberta; M.A., University of Western Ontario; Ph.D., University of London.
- KARL C. GARRISON, JR., *Assistant Professor of Sociology and Chairman of the Department*. (1970).
A.B., University of Georgia; B.D., Philadelphia Divinity School; M.A., Ph.D., Duke University; Oregon State University; University of the South.
- LARRY E. GRIMES, *Assistant Professor of English*. (1970).
B.A., Bethany College; B.D., Yale Divinity School; Emory University.
- RONALD A. WARD, *Assistant Professor of Mathematics*. (1970)
B.S., Eastern Nazarene College; Ph.D., Florida State University; Georgetown University.
- M. CYNTHIA LORR (MRS.), *Assistant Professor of Psychology*. (1971).
B.A., Louisiana State; M.A., University of Iowa.
- SUSAN WORTHEN HANNA, (MRS.), *Instructor in Health and Physical Education*. (1957).
A.B., Bethany College; Marjorie Webster School of Physical Education.
- MARJORIE TUFTS CARTY, (MRS.), *Instructor in Foreign Languages*. (1965).
Ph.B., University of Chicago; Clark University, State Teachers College, Saltillo, Mexico; University of Nicaragua; Bethany College.
- W. RANDOLPH COOEY, *Instructor in Economics*. (1966).
B.A., Bethany College; M.A., West Virginia University.
- JOHN S. PERRINE, II, *Instructor in Mathematics*. (1967).
B.A., M.A., West Virginia University.
- ROBERT RILEY, *Instructor in Health and Physical Education*. (1967).
A.B., Bethany College; West Virginia University.
- E. DONALD AULT, *Instructor in Physical Education*. (1968).
B.A., West Liberty State College; M.A., Marshall University.
- J. RICARDO PASTOR, *Instructor in Foreign Languages*. (1968).
B.A., State Teachers College of Bolivia; M.A., West Virginia University; Diploma, University of Bordeaux, France; Bethany College; University of Wisconsin.
- DAVID T. SEIDMAN, *Instructor in Physics*. (1968).
B.S., Bethany College; M.S., Purdue University.
- ALBERT C. APPLIN, II, *Instructor in Health and Physical Education*. (1969).
B.A., Marietta College; M.S., The Pennsylvania State University; U.S. Naval Academy.
- LARRY J. FRYE, *Instructor in Library Science and Head Librarian*. (1969).
B.A., Bethany College; M.L.S., Rutgers University.
- DOROTHY HUESTIS, (MRS.), *Instructor of Education*. (1969).
A.B., M.A., Indiana University.
- STEPHEN L. COONEY, JR., *Instructor in History and Political Science*. (1970).
B.A., Tulane University; M.A., University of Chicago.
- PATRICIA J. JERSEY, *Instructor in Library Science and Assistant Librarian for Public Services*. (1970).
B.S., West Virginia University; M.L.S., University of Pittsburgh.

- BLAINE CARPENTER, *Instructor in Biology*. (1971).
B.S., West Virginia Wesleyan College; M.S., Marshall University; University of Cincinnati.
- GARY L. GARRISON, *Instructor in Philosophy*. (1971).
B.A., University of South Florida; Long Beach City College; Florida Southern College; University of Cincinnati.
- PAULINE R. NELSON, *Instructor in Foreign Languages*. (1971).
B.A., Upsala College; M.A., University of Pittsburgh.
- NANCY SANDERCOX (MRS.), *Instructor in Library Science and Assistant Librarian*. (1971).
B.A., Bethany College; M.L.S., University of Pittsburgh.
- DAVID W. SAUER, *Instructor in Physical Education*. (1971).
B.A., University of Pittsburgh; M.Ed., Kent State University.
- ERICH A. VIERTHALER, *Instructor in Sociology*. (1971).
B.S., M.S., University of Wisconsin; University of Pittsburgh.

Distinguished Lecturers and Consultants

- C. WILLIAM O'NEILL, *Distinguished Lecturer in Public Affairs*. (1959).
A.B., Marietta College; LL.B., Ohio State; LL.D., Defiance College; LL.D., Ohio University; LL.D., Miami University (Ohio); LL.D., College of Steubenville; LL.D., West Virginia University; L.H.D., Marietta College; LL.D., Heidelberg College; LL.D., Wilberforce University.
- DON GILLIS, *Consultant in Music*. (1963).
A.B., B.Mus., Dr. Mus., Texas Christian University; M.Mus., North Texas Teachers College.
- OLIVER MANNING, *Artist in Residence in the Department of Music*. (1961).
B.M., Louisiana State University; M.M., Cincinnati College—Conservatory of Music.

Adjunct Faculty

- NINA GOEHRING McGOWAN, (MRS.), *Part-time Instructor in Music*. (1966).
B.M., M.M., University of Michigan.
- ROBYN R. COLE, (MRS.), *Part-time Instructor in English*. (1968).
B.A., University of Maryland; M.A., University of Georgia; Ohio University.
- WILLIAM P. ROBERTS, S.J., *Assistant Professor of Theology and Acting Chairman of the Department, Wheeling College*. (1968).
A.B., M.A.T., Ph.L. Fordham University; S.T.L. Weston College; Candidate for Ph.D. Marquette University.
- WILLIAM J. GARVIN, JR., *Part-time Instructor in Communications*. (1969).
B.S., West Virginia University.
- LEONARD A. HELMAN, *Rabbi at Woodside Temple, Wheeling, West Virginia. Part-time Instructor in Religion*. (1969).
B.S., Trinity College; B.H.L., M.H.L., Hebrew Union College; Hartford Seminary Foundation.
- WILLIAM B. ALLEN, *Chaplain of the College*. (1970).
B.A., Bethany College; B.D., Yale Divinity School.
- HAROLD G. O'LEARY, *Part-time Instructor in Speech*. (1970).
West Liberty State College.

HELEN PIERCE ELBIN, (MRS.), *Part-time Instructor in Music*. (1971).
A.B., Bethany College.

ARMANDO J. NASRA HASBUN, *Visiting Professor of Latin American Studies*. (1971).

B.A., University La Gran Colombia; M.A., University of Michigan.

ERIN M. RENN, *Part-time Instructor in Art*. (1971).

B.S., M.A., Florida State University.

Committees of the Faculty and Staff

ACADEMIC REVIEW

Mr. Richardson, *Chairman*; Mr. Hauptfuehrer, Miss Mathison, Mr. Robert Myers, Mr. Sandercox, Mr. Sawtell. *Ex-officio*: Mr. Kurey. *Student members*: Carol Means and Charles Shepherd.

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COLLEGE UNION ADVISORY

Mr. Sandercox, *Chairman*; Mr. Graham, Mr. Judy, Mr. Kenney, Miss Nicholson. *Ex-officio*: S.B.O.G. President. *Student members*: Mark Melson and Lance Tacke.

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CURRICULUM

Mr. Richardson, *Chairman*; Mr. Becker, Mr. Draper, Mr. Lester, Miss Mathison, Mr. Peirce, Mr. Frye, *Secretary*. *Student members*: Kathi Hall and Stephen Ratcliffe.

FACULTY WELFARE

(3 years) Mrs. Carty and Mr. Taylor; (2 years) Mr. Becker and Mr. Mitch; (1 year) Mr. J. D. Davis and Mr. Frye.

FACULTY PERSONNEL

Mr. Allison, Mr. J. D. Davis, Miss McGuffie, Mr. Taylor, Mr. Young.

GANS AWARD

Mr. Ray, *Chairman*; Mr. Draper, Mr. Larson, Mr. Tye.

HONORS

Mr. Robert Myers, *Chairman*; Mr. Clark, Mr. Grimes, Mr. Kenney, Mr. Richardson, Mr. Sandercox, Mr. Wei, Mr. Young.

INTERNATIONAL EDUCATION

Mr. Richardson, *Chairman*; Mr. Bortz, Mr. Carty, Mrs. Cayard, Mrs. Huestis, Mr. Judy, Mr. Lozier, Mr. Pastor, Mr. Schweinfurth. *Ex-officio*: Mr. Kurey. *Student members*: Kojo Bawuah, Bonnie Kittle, Barbara Schneider and Rawi Tabaah.

JANUARY TERM

Mr. Richardson, *Chairman*; Mr. Buckelew, Mr. Cunningham, Mr. J. D. Davis, Mr. Halt, Mr. Lester, Mr. Mitch, Mr. Sawtell. *Student members*: Judy Belt, Kathleen Barrett, Jan Campbell, Carl Krumbach and Mark Melson.

LIBRARY

Mr. R. Kirkpatrick, *Chairman*; Mr. Becker, Mrs. Carty, Mr. Daeley, Mr. DeVaul, Miss McGuffie, Mr. Pastor, Mr. Young. *Ex-officio*: Mr. Frye and Miss Jersey. *Student members*: James Brockhardt and Robinsue Frohboese.

ORIENTATION

Mr. Cunningham, *Chairman*; Mr. Applin, Mrs. Carty, Miss Mathison, Mr. Mitch, Mr. Peirce. *Student members*: Jan Campbell, Gary Freedman, Robinsue Frohboese and David Jolliffe.

RELIGIOUS LIFE

Mr. W. Allen, Mr. Carty, Rabbi Helman, Mr. Kenney, Mr. Thurston, Mr. Sandercox, Father Seidel. *Student members*: Steven Blum, Kevin Davis and Marc Harshman.

SCHEDULE AND CALENDAR

Mr. Kurey, *Chairman*; Mr. Goin, Miss Jersey, Mr. Kimpton, Mr. R. Kirkpatrick. *Ex-officio*: Miss Nicholson. *Student members*: Susan Atkinson, Charles Carpeta and Beverlee Sullivan.

SCHOLARSHIP AND FINANCIAL AID

Mr. Sandercox, *Chairman*; Mr. Bortz, Mr. Cooley, Mr. DeVaul, Mr. Graham, Miss Reed, Mr. Richardson.

TEACHER EDUCATION ADVISORY

Mr. R. Kirkpatrick, *Chairman*; Mr. Ault, Mr. J. U. Davis, Mr. Kornowski, Mr. Spence, Mr. Ward. *Student members*: Dorothy Correale and Charles Carpeta.

TEACHER EDUCATION REVIEW

Mr. Spence, *Chairman*; Mr. Allison, Mr. J. U. Davis, Mrs. Hanna, Mrs. Huestis, Mr. Judy, Mr. Richardson, Mr. Sandercox.

TESTING

Mr. Sandercox, *Chairman*; Mr. Applin, Mr. Cunningham, Mrs. Huestis, Mr. Kurey, Mr. Spence, Mr. Stebbins, Mr. Thurston. *Student members*: Kathleen Barrett and John Warrick.

BOARD OF COMMUNICATIONS

Mr. Carty, *Secretary*; Mr. Garvin, Mr. Graham, Mr. Judy, Mr. Patterson. *Student members*: President of Student Board of Governors, who serves also as president of the BOC; Editors and Business Managers of publications and General Manager and Program Director of the Radio Station.

COLLEGE COUNCIL

Mr. Sandercox and Joseph Mayernick, *Co-chairmen*; Mr. Carty, Mr. Draper, Mr. Frye, Mr. Garrison, Mr. Goin, Mr. Graham, Mr. Hauptfuehrer, Mr. Kenney, Mr. Larson, Miss McGuffie, Miss Nicholson, Mr. Patterson, Mr. Peirce, Mr. Richardson, Mr. Young. *Student members*: Presidents of Fraternities, Sororities and House Associations.

STUDENT STATISTICAL DATA*ACADEMIC YEAR 1970-71***Enrollment by Classes**

	Full Time		Part Time		Total
	Men	Women	Men	Women	
Seniors	118	80	10	3	211
Juniors	121	92	0	0	213
Sophomores	159	130	0	0	289
Freshmen	198	192	0	0	390
Unclassifieds	0	0	0	12	12
Total	596	494	10	15	1115

Enrollment by States and Foreign Countries

Alabama	2	Maryland	30
Arizona	1	Massachusetts	14
California	2	Michigan	3
CANADA	4	Minnesota	2
Connecticut	53	Missouri	1
Delaware	6	New Jersey	164
EGYPT	2	New York	119
Florida	7	Ohio	131
Georgia	4	Pennsylvania	335
GHANA	2	Rhode Island	1
GREAT BRITAIN	2	South Carolina	1
HONG KONG	2	SWEDEN	1
Illinois	3	TANZANIA	1
INDIA	2	Tennessee	1
Indiana	14	Texas	3
Iowa	2	VIRGIN ISLANDS	1
IRAN	1	Virginia	25
JAPAN	2	Washington, D.C.	5
LEBANON	1	West Virginia	161
Louisiana	1	Wisconsin	2
Maine	1	TOTAL	1115

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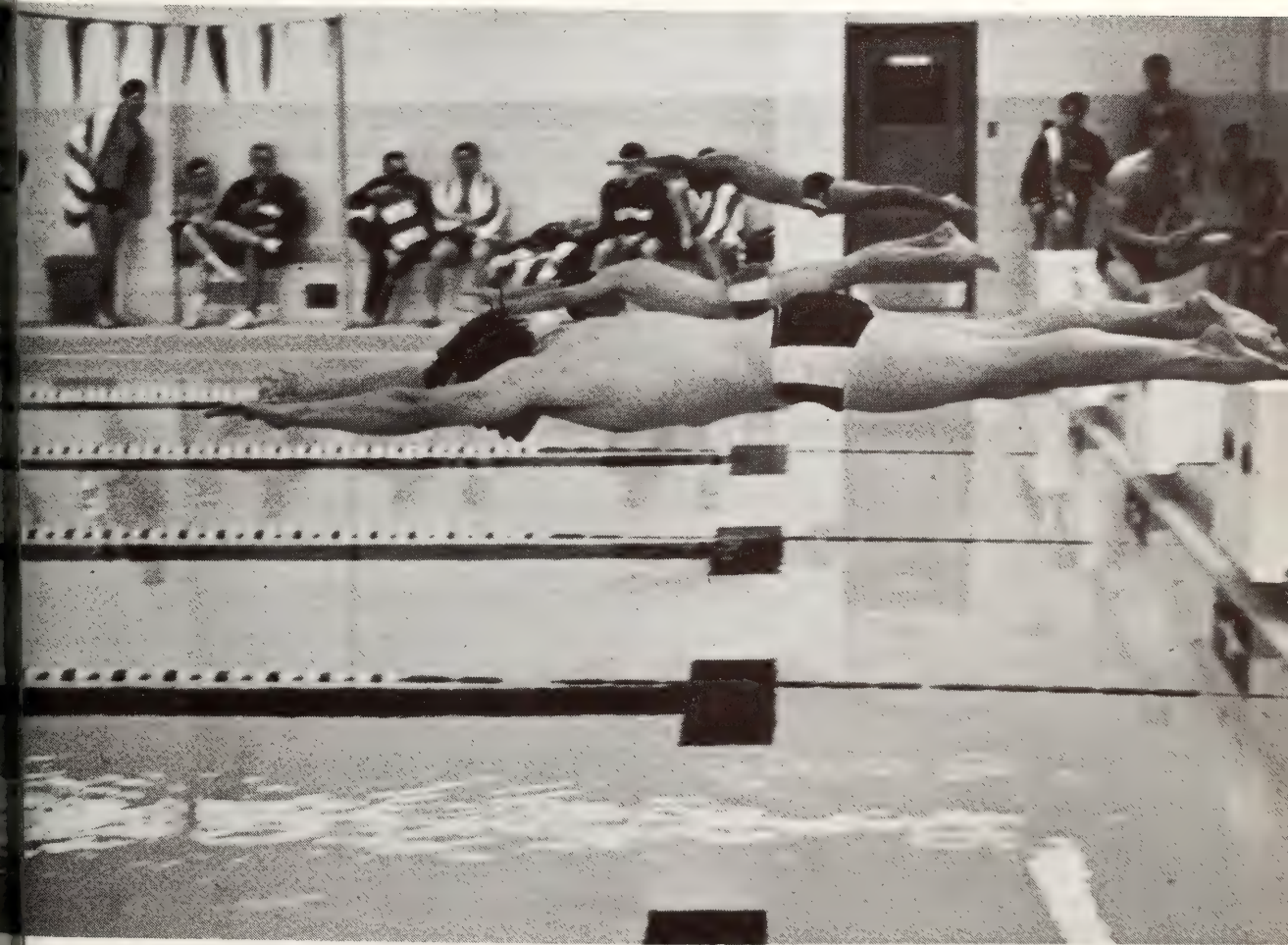
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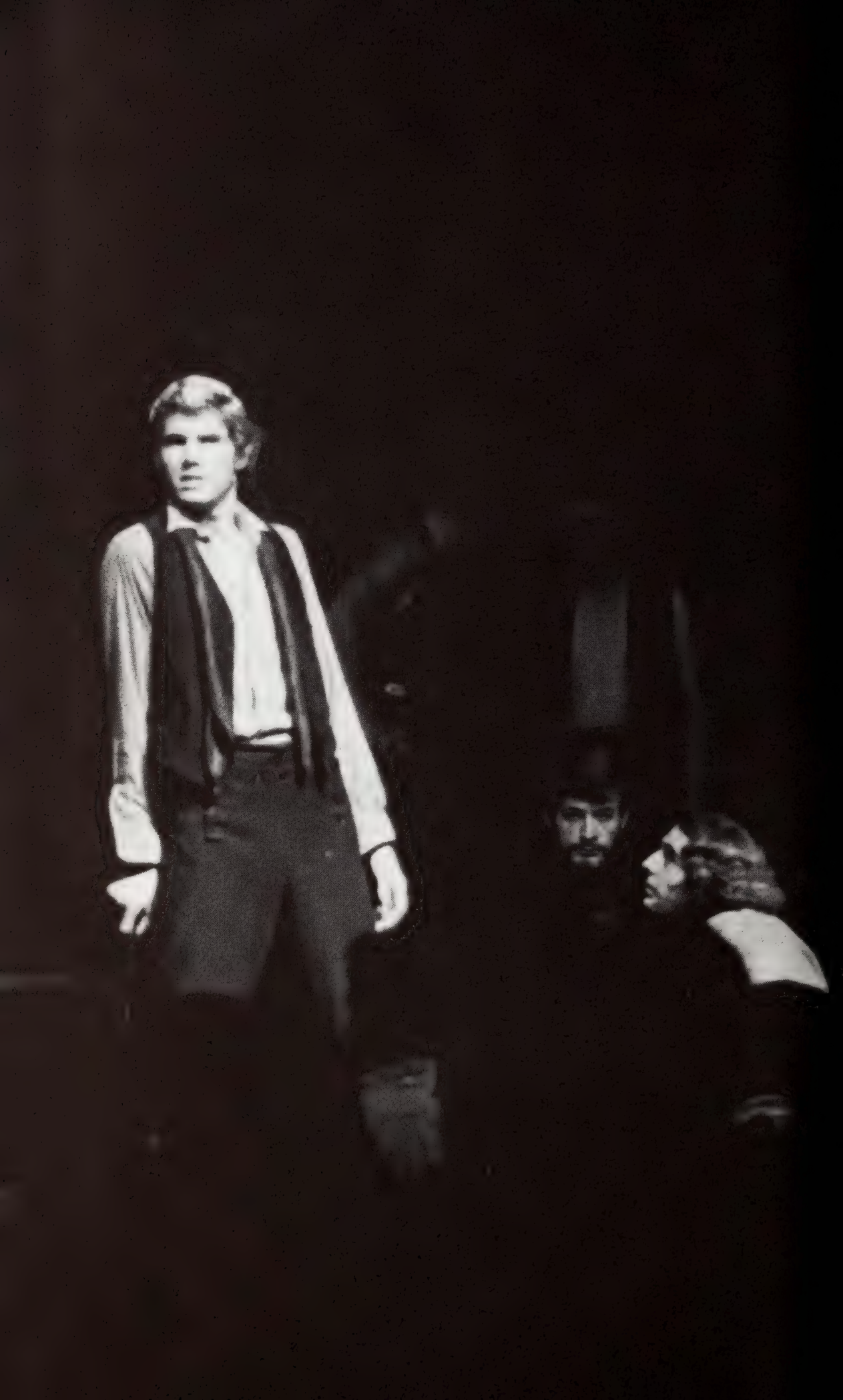


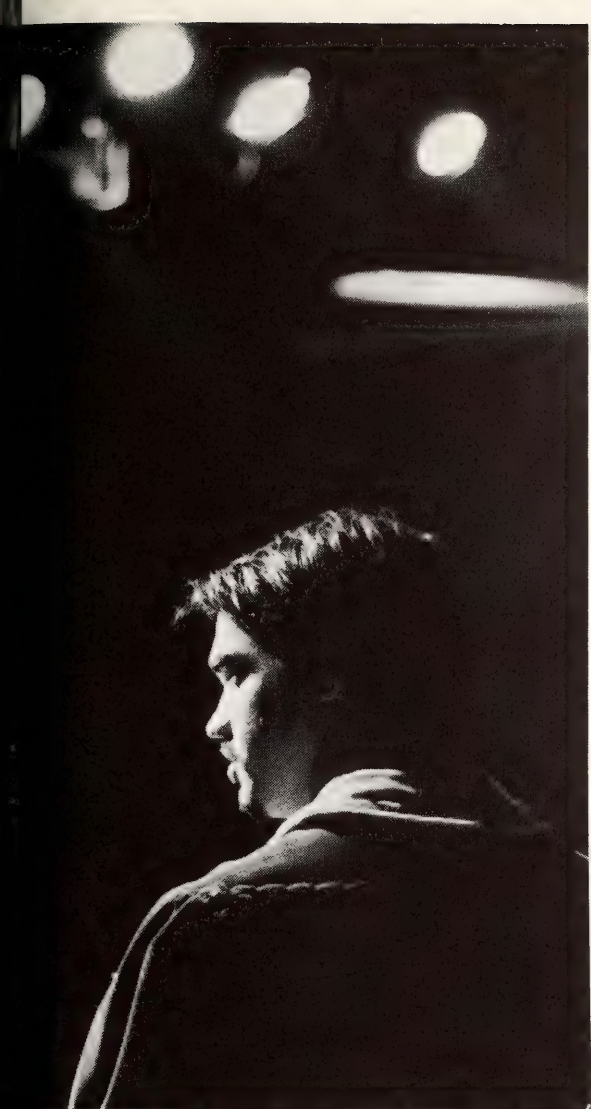




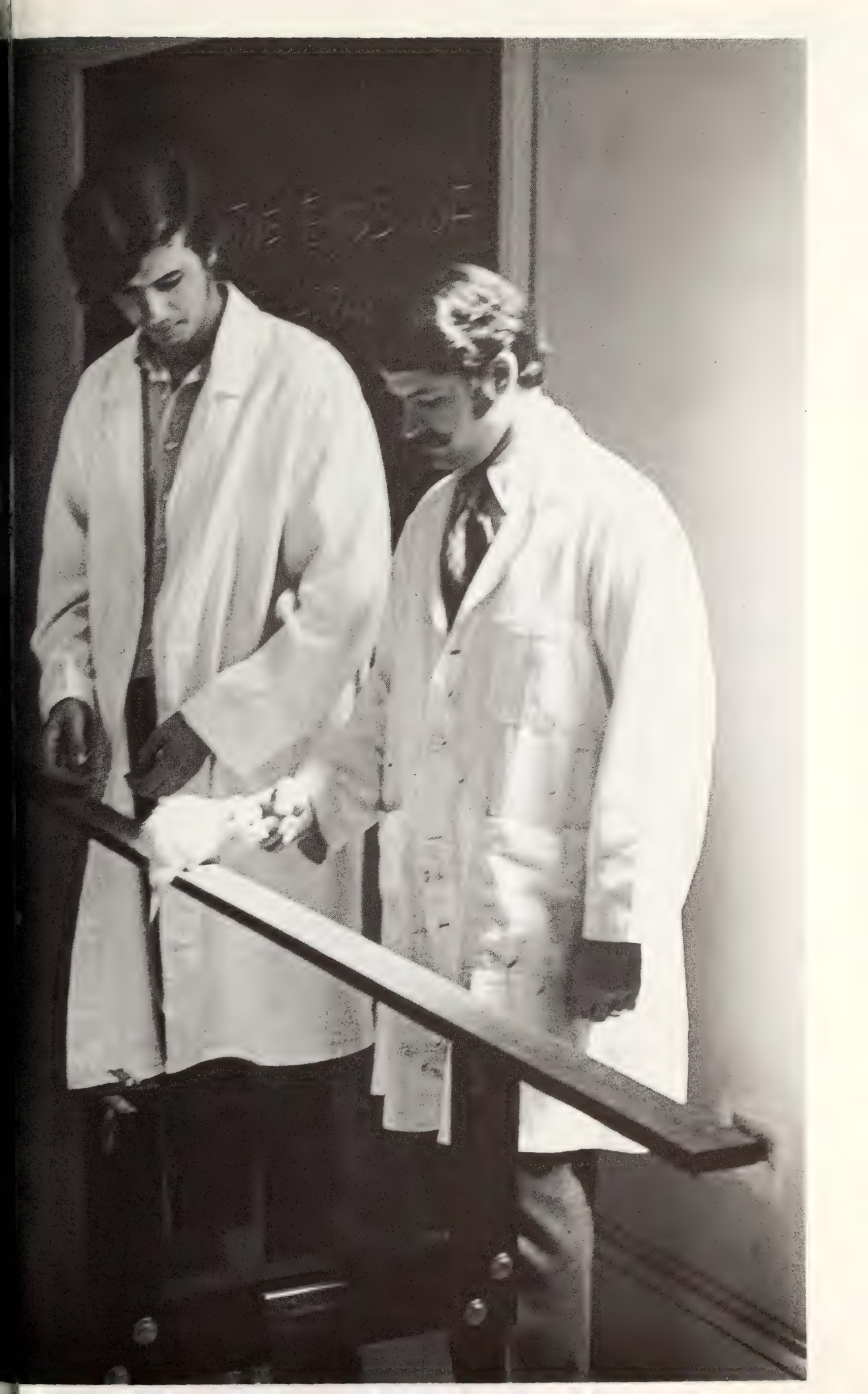






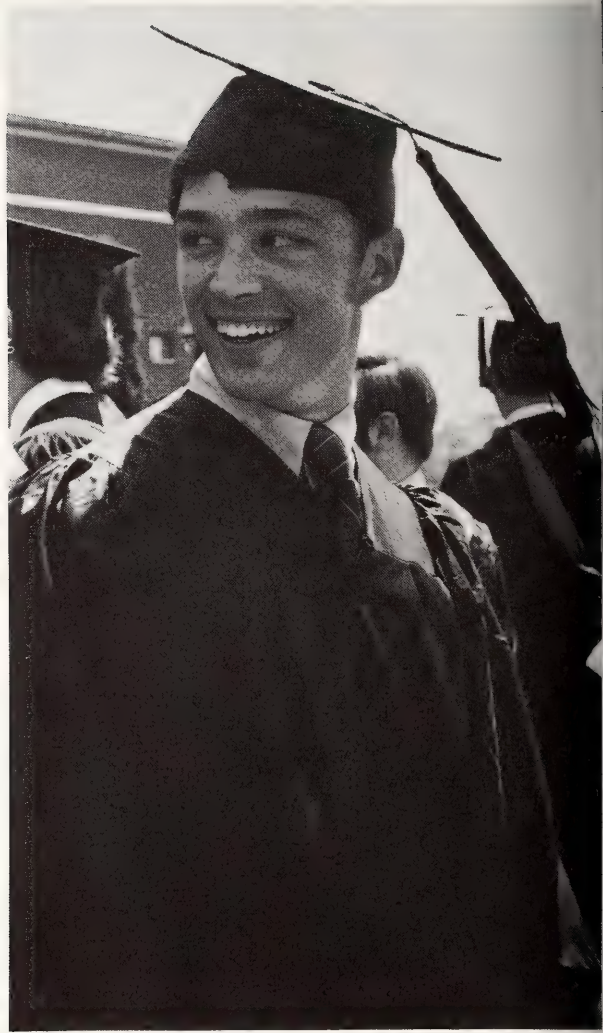


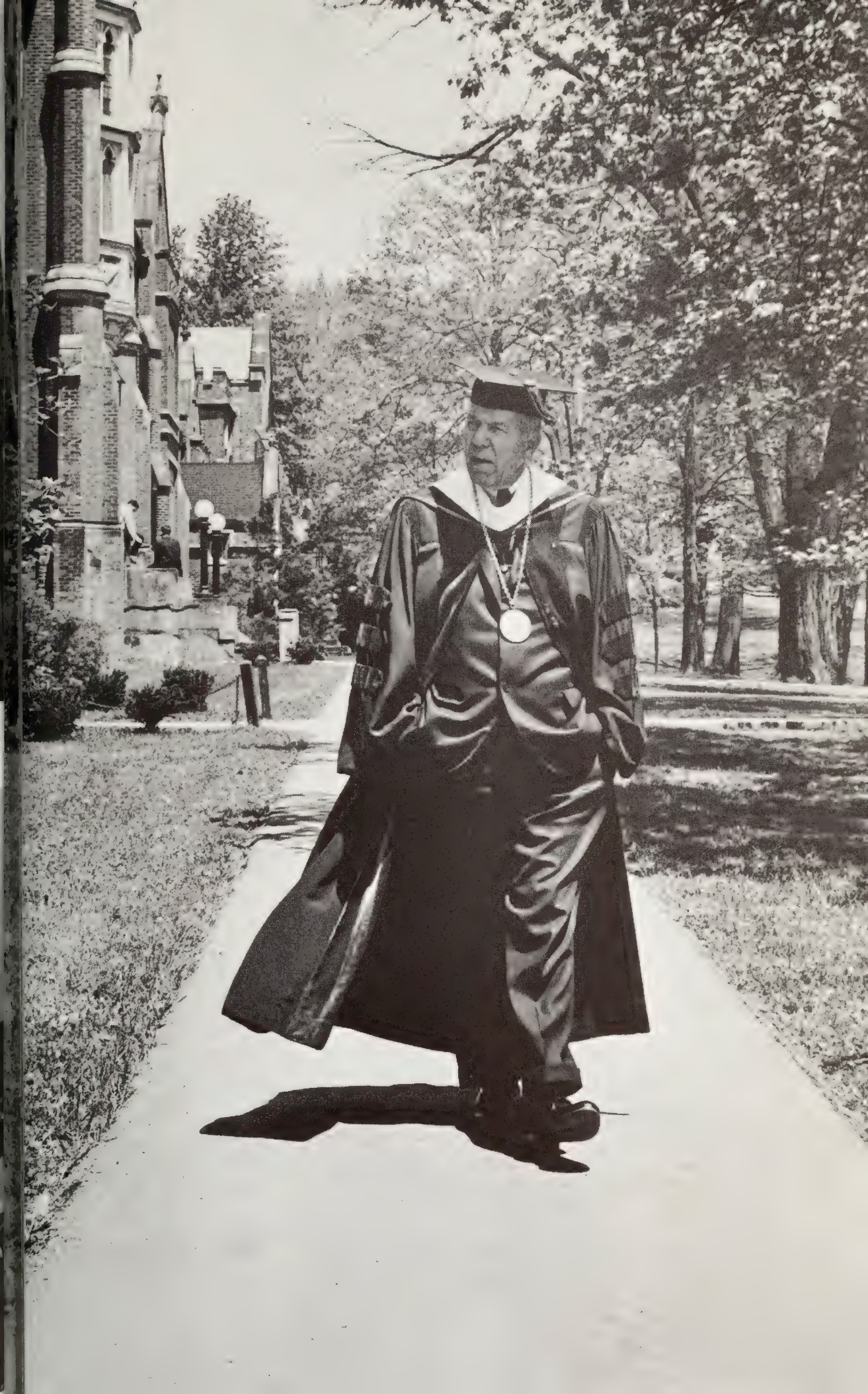










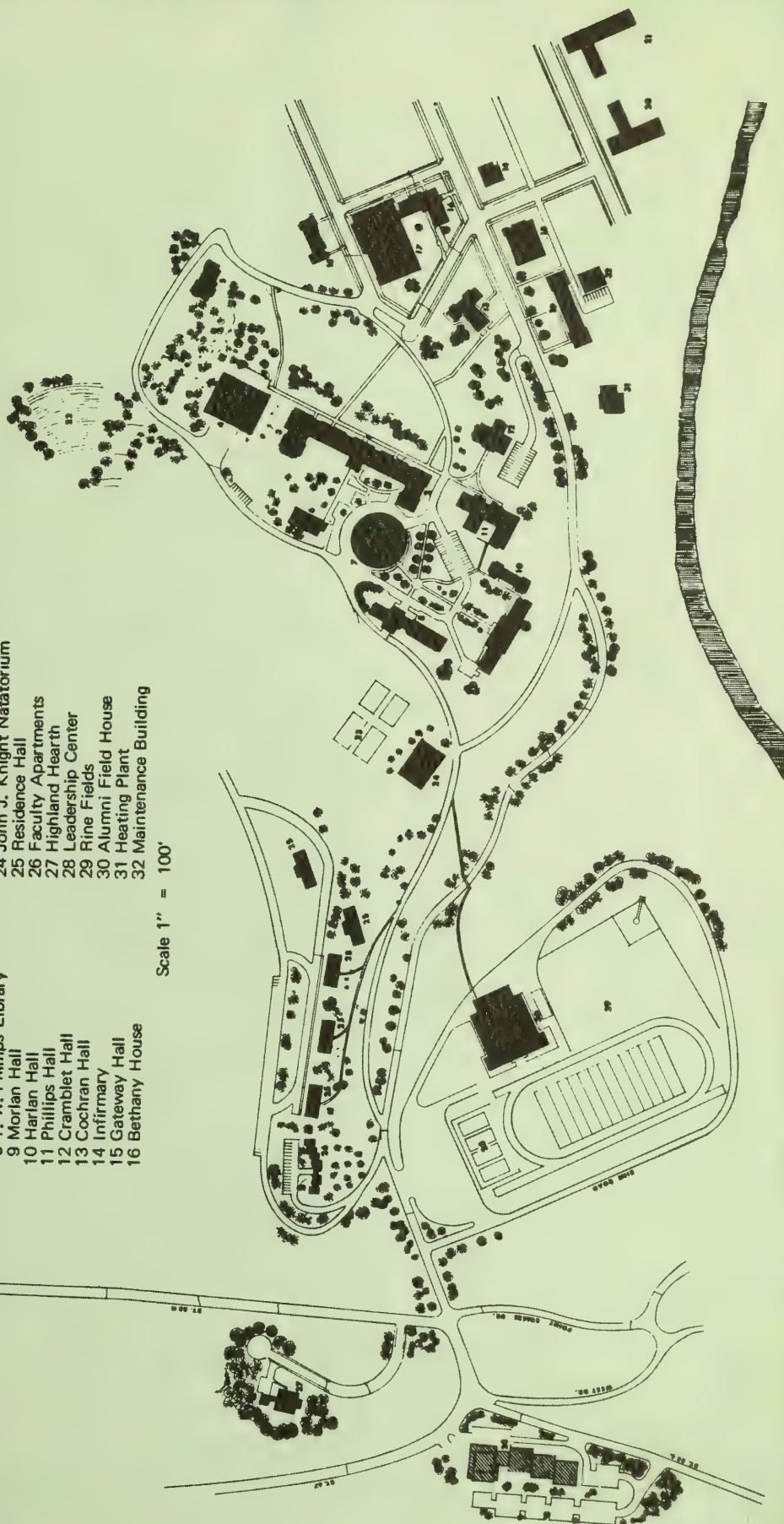




LEGEND

- | | |
|--------------------------|------------------------------|
| 1 Old Main | 17 Benedum Commons |
| 2 Commencement Hall | 18 Memorial Church |
| 3 Oglebay Hall | 19 Campbell Hall |
| 4 Steinman Hall | 20 A. McLean Hall |
| 5 Pendleton Heights | 21 McEachern Hall |
| 6 Irvin Gym | 22 Amphitheater |
| 7 Richardson Hall | 23 Tennis Courts |
| 8 T. W. Phillips Library | 24 John J. Knight Natatorium |
| 9 Morlan Hall | 25 Residence Hall |
| 10 Harlan Hall | 26 Faculty Apartments |
| 11 Phillips Hall | 27 Highland Hearth |
| 12 Cramblet Hall | 28 Leadership Center |
| 13 Cochran Hall | 29 Rine Fields |
| 14 Infirmary | 30 Alumni Field House |
| 15 Gateway Hall | 31 Heating Plant |
| 16 Bethany House | 32 Maintenance Building |

Scale 1" = 100'



under construction

BETHANY COLLEGE MASTER PLAN

SCALE
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